

# UNIVERSITY OF CINCINNATI

June 19 37

*I hereby recommend that the thesis prepared under my supervision by* James Andrew Woofter

*entitled* HISTORICAL DEVELOPMENT OF THE ORGANIZATION AND  
ADMINISTRATION OF A MUNICIPAL UNIVERSITY  
(CINCINNATI)

*be accepted as fulfilling this part of the requirements for the degree of* Doctor of Education

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**HISTORICAL DEVELOPMENT OF THE ORGANIZATION AND ADMINISTRATION**

**OF**

**A MUNICIPAL UNIVERSITY (CINCINNATI)**

A dissertation submitted to  
The Graduate Faculty of the Teachers College  
of the University of Cincinnati  
in partial fulfillment of the  
requirements for the degree of

**DOCTOR OF EDUCATION**

**1937**

by  
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## ACKNOWLEDGMENT

The writer has received valuable suggestions from President Raymond Walters, former Presidents Frederick C. Hicks and Herman Schneider, and Vice President Daniel Laurence, for which he wishes to make acknowledgment. Thanks are due the staff of the University Library and a number of other persons connected with the various offices of the University for information given by them. Special acknowledgments are given to Dr. Carter V. Good, who served as the principal adviser to the writer, and to Dean L. A. Pechstein and Dr. William A. Cook for their suggestions as to improvements in the manuscript. The writer is also indebted to Dorothy Riley Woofter and Donald O. Roever for their help in preparing the first draft of the manuscript.

## INTRODUCTION

### The Problem

The problem of this thesis is to show how the University of Cincinnati was founded to meet a recognized need for higher education, and that the development represents a struggle to keep the institution on a par with the city and community growth, as well as with general educational advancement elsewhere.

President Raymond Walters in his report dated December 15, 1934 set forth his views as to what he thought the institution should be and do. He wrote:<sup>1</sup>

"Our University should be a unified group of colleges, including undergraduate colleges and professional schools in which students are guided by scholars in attaining higher education and in which liberal knowledge and scientific knowledge are advanced by study and research.

"Our University should give specific training in professional and scientific fields, such training being offered in the university spirit, the skill imparted being designed for broadly social purposes.

"Our University should be an institution where reason is applied to all ideas and the constant search is for the truth that makes men free.

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<sup>1</sup>  
University of Cincinnati, Report of the President for the Academic Years 1932-1934, pp. 6-7. Cincinnati: University of Cincinnati.

"Our University should serve the city and nation by making available the knowledge and culture of the past and by quickening the spirit of the present through fostering new knowledge, both humane and scientific."

This thesis will attempt to show how nearly these ideals have been met in the expansion of the university and in its present day activities.

The investigation covers the early attempts to found an institution of higher learning in Cincinnati, the establishing of institutions which later became a part of the university, the incidents directly connected with the establishment of the university, and the development of the institution since that time, including changes in administration, growth of physical facilities, curriculums and courses of study with trends in registration and graduation, student organizations, publications and special days of the university, and service value of the institution.

The primary sources of information include the minutes of the board of directors and the academic faculty, annual reports, catalogues, bulletins, announcements, Ohio laws and legal decisions, ordinances of the city council, publications of the university, local newspapers and other publications, and interviews with persons closely identified with the university.

Secondary sources are local histories, and books, newspapers and magazines giving general or specific information.

\*

Related Studies.-- Mackzum<sup>2</sup> gives some information relative to the chartering of the Cincinnati University (1804), the founding of Cincinnati College (1819) and the Medical College of Ohio (1819). Foote<sup>3</sup> covers the same subject and also discusses the establishment of the Law School (1833), the activities of Ormsby MacKnight Mitchel in connection with the Observatory, and the organization of the Miami Medical College (1852). Shotwell<sup>4</sup> gives an account of the founding of the University of Cincinnati and its history between 1870 and 1900. Ford<sup>5</sup> discusses the University of Cincinnati (1870-1881), Cincinnati College, the Medical College of Ohio, and the Observatory. Greve<sup>6</sup> in a history of Cincinnati, covering the period of 1788 to 1904, includes much information about the university.

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<sup>2</sup>Henrietta Mackzum, "History of the Schools of Cincinnati Before 1830." Master's thesis, University of Cincinnati, 1910.

<sup>3</sup>J. P. Foote, History of the Schools of Cincinnati and Its Vicinity, p. 232. Cincinnati: C. F. Bradley and Co., 1855.

<sup>4</sup>J. B. Shotwell, History of the Schools of Cincinnati, p. 608. Cincinnati: School Life Co., 1902.

<sup>5</sup>Henry A. Ford, History of Cincinnati, Ohio, p. 534. Cleveland: L. A. Williams and Co., 1881.

<sup>6</sup>C. T. Greve, Centennial History of Cincinnati, pp. 1052, 1008. Chicago: Biographical Pub. Co., 1904.



A bulletin<sup>7</sup> of the National Education Association, appearing in 1915, which deals with the schools of Cincinnati, includes a chapter of the university as the capstone of the public school system of the city.

During the commencement exercises in 1928, Herman Schneider,<sup>8</sup> then acting president of the university, presented a brief historical sketch of the institution, giving special attention to both the cultural and practical values of a municipal university.

A short history of the University of Cincinnati by Prentis<sup>9</sup> was published in 1907. This treatise begins with the legalization of the Cincinnati University in 1807 and includes information relative to the development of schools of higher learning which preceded the establishment of the university. The expansion of the institution to 1906 is briefly sketched.

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<sup>7</sup> National Education Association, Cincinnati, p. 208. Washington : National Education Association, 1915.

<sup>8</sup> Herman Schneider, The University of Cincinnati, p. 12. Cincinnati: University of Cincinnati, 1928.

<sup>9</sup> Henning W. Prentis, History of the University of Cincinnati, p. 16. Cincinnati: University of Cincinnati, 1907.

## CHAPTER I

### MUNICIPAL UNIVERSITIES IN EDUCATIONAL DEVELOPMENT

The Founding of the Municipal University.-- The municipal university can be traced back to the period of intellectual awakening during the Middle Ages. By the twelfth century Saracen learning had come from Spain. Scholasticism had begun its work of reorganizing and systematizing theology. Civil and canon law had been adopted as new professional courses, and the teaching of medicine had been introduced.<sup>1</sup>

Groups of students gradually gathered about great teachers in Bologna, Paris, Prague, Vienna and other cities.<sup>2</sup> This assembling of students was profitable to the citizens, with the result that cities began granting subsidies to provide better educational facilities. This encouraged teachers to remain and stimulated student interest so that more students were attracted to a city. This was the beginning of the municipal university. The schools at Cologne and Erfurt, Germany are typical examples.

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<sup>1</sup>E. P. Cubberley, History of Education, pp. 211-212. Boston: Houghton Mifflin Company, 1920.

<sup>2</sup>P. R. Kolbe, Urban Influences on Higher Education, pp. 51, 134-150. New York: Macmillan Co., 1928.

Education was given considerable attention in England, but it was not until the latter part of the nineteenth century that England had what could be correctly called a municipal university. Durham had been founded in 1832 as a theological seminary and classical college, with a college of medicine added in 1870. This institution was later united with Newcastle. Victoria University at Manchester was chartered in 1880. Birmingham University was founded in 1900, followed by the dissolution of Victoria University and the distribution of its units into separate universities at Leeds, Manchester, and Liverpool. By 1926 England had nine municipal universities catering to the needs of urban inhabitants. One special feature of the English urban university is that the financial support comes from both national and municipal sources.<sup>3</sup>

The Municipal University in the United States.--  
Eckelberry<sup>4</sup> defines a municipal university as an institution (1) controlled by a board representing the council, the board of education, or both; (2 ) supported wholly, or in part, by local public funds; (3) requiring

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<sup>3</sup> P. R. Kolbe, op. cit., p. 105.

<sup>4</sup> R. H. Eckelberry, The History of the Municipal University, pp. 5-197. U. S. Office of Education, Bulletin No. 2. Washington: U. S. Office of Education, 1932.

high school graduation for entrance; (4) granting one or more degrees; (5) often having one or more professional degrees besides the liberal arts degree.

Institutions in this country qualifying as municipal colleges or universities, and the dates when they could be properly classified as such, are

|                                     |      |
|-------------------------------------|------|
| College of Charleston.....          | 1837 |
| College of the City of New York ... | 1854 |
| University of Cincinnati .....      | 1874 |
| Hunter College .....                | 1888 |
| University of the City of Toledo .. | 1909 |
| Municipal University of Akron ..... | 1913 |
| University of Louisville .....      | 1917 |
| College of the City of Detroit..... | 1923 |
| Municipal University of Wichita ... | 1926 |
| Brooklyn College .....              | 1930 |
| Municipal University of Omaha ..... | 1932 |

Eckelberry<sup>5</sup> mentions a variety of conditions under which the municipal colleges and universities have developed. It is not essential to trace the growth of each of these institutions, but a few facts concerning the early beginning of some of them are presented as a background to the discussion of the development of the University of Cincinnati.

The college of Charleston was established as a private school in 1770. A seminary or high school was conducted after 1790. In 1824 a collegiate curriculum was adopted and in 1837 the South Carolina General Assembly granted permission to transfer the college to the city council with the understanding that the council would provide financial support.

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<sup>5</sup>R. H. Eckelberry, op. cit., pp. 5-197.

The College of the City of New York was organized as a free academy under the city board of education, but was not favored by a minority of the board members with the result that the matter was carried to the state legislature which authorized the establishment of municipal colleges in cities of a million inhabitants. The final chapter in the establishment of the college as an official institution of the city approved by the people was a favorable vote of the citizens in 1854, seven years after the school was organized.

The University of Louisville was technically founded by the city council in 1837. A grant of \$50,000 and a city square was made for the purpose. Nine years later the Kentucky legislature gave to the institution a charter which permitted the offering of instruction in all branches of science, literature, and liberal arts. However, the authority thus given was not utilized until after the beginning of the twentieth century. In 1907 a college of arts and sciences was established which became the Liberal Arts College of the university. The next year a law school was opened and a coalition formed with an older medical school in Louisville. In 1917 the various higher educational units of the city were brought together to form the University of Louisville.

In 1872 John W. Scott and wife of Toledo conveyed to a body of trustees one hundred sixty acres of land for the purpose of establishing the Toledo University of Arts and Trades. Under the Ohio law concerning municipal universities the city took over the institution in 1884. It continued to be a polytechnic school until 1909 when it was reorganized on a collegiate basis.

Buchtel College, in Akron, was founded by the Universalists in 1870 from funds provided by John R. Buchtel. The institution being inadequately supported financially, the city of Akron took it over in 1913 and made Buchtel College the Liberal Arts College of the Municipal University of Akron.

The College of the City of Detroit was originally a junior college maintained by the city board of education. Classes were first held in 1915. Michigan legalized municipal colleges in cities of 500,000 inhabitants in 1923 and the same year Detroit took action to convert its junior college into a degree granting municipal college.

The University of Omaha had its origin in 1908 as a private school dependent upon endowments and gifts. For twenty years its growth was slow. By this time the people of Omaha had become interested in establishing a

university similar to that of Cincinnati and in 1930 secured the essential legislative permission. Immediate steps were taken to found the university, utilizing the private college as the foundation for the municipal institution.

The University of Cincinnati came into existence after many years of preliminary activity designed to promote higher education. These early attempts to found a university in Cincinnati will be taken up in the next chapter.

## CHAPTER II

### EARLY ATTEMPTS TO FOUND A UNIVERSITY IN CINCINNATI

Higher Education in the United States Previous to 1800.-- During the colonial period of American history, churchmen played an important part in higher education. There was an intense interest in education, especially among the Puritans who believed that education was essential to promote their higher religious ideals.

John Harvard, a clergyman, made a bequest in 1638 which was the real foundation for Harvard College. Nearly all of the other colonial colleges were founded by churchmen and were designed for the training of ministers. The religious motive was predominant in the colleges which were established before 1800.<sup>1</sup>

Conditions in Cincinnati, 1790-1810.-- In 1789 a group of settlers of English descent found their way to a point on the Ohio river below the mouth of the Little Miami river and established a settlement in the wilderness.

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<sup>1</sup>E. G. Dexter, History of Education in the United States, pp. 223-303. New York: Macmillan Co., 1904

C. F. Thwing, A History of Higher Education in America, pp. 1-299. New York: D. Appleton and Co., 1906



John Pilson, a Kentucky schoolmaster, is supposed to have given the name Losantiville to the place, the name being derived from the phrase "village (ville) opposite (anti) the mouth (os) of the Licking (L) river." During the same year that Losantiville was founded, Fort Washington was located in the Village. General Arthur St. Clair was placed in charge of the fort, and in 1791 he changed the name of Losantiville to Cincinnati, in honor of the Society of Cincinnati, composed of former Revolutionary War officers.

Cincinnati was incorporated as a village in 1802 and as a city in 1819. The first church was organized in 1790, and the first newspaper, known as the "Sentinel of the Northwest Territory" made its appearance in 1793. By 1807 Cincinnati was the largest town in Ohio, although the population was less than two thousand. The people were interested in manufacturing and trade. Various nationalities were represented, but settlers from eastern states, especially from New England where schools had become prominent, had a large influence in determining the trends of the rapidly growing town. These people were interested in education, as were settlers in other sections of Ohio.

In 1804 a state school was established, which became the Ohio University at Athens. Steps were also taken for the founding of an educational institution in Southwestern

Ohio. One township was to be set aside by the Governor for this purpose. He selected a site opposite the mouth of the Licking river, but as this land had already been taken up by the settlers in and around Cincinnati, the governor selected a location at Oxford, where Miami University was established in 1809. Thus, by force of circumstances, Cincinnati failed to have a state university. Nevertheless the people of Cincinnati were interested in higher education and determined to provide adequate facilities for their sons and daughters.<sup>2</sup>

Incorporation of Cincinnati University.-- On January 23, 1807, a group of men from Cincinnati were successful in getting the Ohio General Assembly to pass an act for the establishment of a university in Cincinnati.<sup>3</sup> The statute was entitled:

An act to incorporate the Cincinnati University, John S. Gano, Joseph Vanhorn, Matthew Nimmo, William Stratton, Jacob Burnet, James Ewing, Thomas Ramsey, Ethan Stone, Elmer Williams ---- forty-nine persons et al. hereby declare a body politic and corporate in law, by the name of Cincinnati University.

The incorporators were permitted to receive donations and appropriate the same. Provision was made for the

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<sup>2</sup> H. A. Ford, History of Cincinnati, Ohio, pp. 18-70, 172-184, 416-476. Cleveland: L. A. Williams and Co., 1881.

D. A. Robertson, American Universities and Colleges, pp. 501, 549. New York: Charles Scribner's Sons, 1928.

<sup>3</sup> Ohio Laws, 1807, V. 5, pp. 67-68.

selection of nine trustees, a treasurer, clerk, and collector. Election of officials was to be by ballot, all who purchased shares at ten dollars each being granted the right to vote.

A further act, passed February 3, 1807, granted the corporators of the University the right to raise six thousand dollars by means of a lottery, which was to be the foundation of the money required for the University. However, the lottery was not carried out and as no other means were provided for the raising of funds the Cincinnati University existed in name only.

#### Founding of Cincinnati College

Cincinnati Lancaster Seminary.-- The Cincinnati University project having failed, an effort was made in 1814 to found another institution of higher learning. The result was the chartering in the following year of Cincinnati Lancaster Seminary.<sup>4</sup>

Jacob Burnet, Nicholas Longworth, Charles Marsh, William Corry, David Embree, and Daniel Drake served as first directors. It was the problem of these men to decide what branches of science and literature should be taught in the Seminary.

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<sup>4</sup>Ohio State Reports, 1815, V. 13, pp. 132-134.

Cincinnati College.-- It was felt that the provisions for education were not sufficiently broad for the young city.<sup>5</sup> An application was, therefore, made to the General Assembly for another charter, which was granted January 22, 1819.<sup>6</sup> This incorporated "The President, Trustees, and Faculty of Cincinnati College." The board of trustees was to be made up of not less than thirteen nor more than twenty persons, who were to appoint a president, professors, and tutors. The principles of morality and Christianity were to be taught, but not denominational theology. Any and all degrees could be granted.<sup>7</sup>

Cincinnati College, which superseded the Cincinnati Lancaster Seminary, was prepared for two hundred students.<sup>8</sup> The first session began in November, 1819, with courses for freshmen, sophomores, and juniors.

The college had a library of two thousand volumes, with provision for an extension of this number. There

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<sup>5</sup> J. B. Shotwell, History of the Schools of Cincinnati, p. 254. Cincinnati: School Life Co., 1902.

<sup>6</sup> Ohio State Reports, 1819, V. 52, pp. 375-380.

<sup>7</sup> G. W. Knight and J. R. Commons. History of Higher Education in Ohio, pp. 16, 32. Washington: United States Bureau of Education, 1891.

<sup>8</sup> Cincinnati College Circular, pp. 1-4. Cincinnati: Cincinnati College, 1820.

was a museum with four thousand specimens for mineralogy and zoology. Funds were available and arrangements made for the collection of more specimens in Europe and the United States. Apparatus was provided for work in mechanics, hydrostatics, pneumatics, optics, electricity, magnetism, chemistry, astronomy, and mathematics.

The College had a permanent fund of \$40,000. The income from this fund, together with semi-annual student fees, was believed to be sufficient for current expenses.

There were only three members of the original faculty. The Reverend Elijah Slack, former vice-president of Princeton, was president. He taught mathematics, natural philosophy, and chemistry.

A grammar school was conducted for a twofold purpose: (1) to prepare students for college, and (2) to prepare students for the learned professions.<sup>9</sup>

To meet the college entrance requirements it was necessary to pass an examination covering Sallust, Caesar, Virgil, the Greek Testament, and arithmetic. Students from other colleges were admitted if they could furnish evidence of dismissal without censure. Cincinnati College imitated Harvard, Yale, and Princeton in regard to

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<sup>9</sup> Cincinnati College Circular, pp. 1-4. Cincinnati: Cincinnati College, 1820.

admission of students.<sup>10</sup>

Students might take only part of the work for a given year. In such cases they were classified as irregulars. Regular students were expected to take the following courses for the number of terms that the numerals indicate.

Freshmen

Virgil 1  
Mair's Introduction 2  
Latin Prosody 1  
Lucian 2  
Greek Testament 2  
Arithmetic 2

Juniors

Euclid's elements 1  
Algebra 1  
Practical Geometry 1  
Plane and Spherical Geometry 1  
Navigation and Surveying 1  
Mensuration 1  
Practical Geometry and  
Trigonometry 1  
Spherical Astronomy 1  
Conic Sections 1  
Natural Philosophy 1  
Cicero's De Oratore 1  
Longinus 1  
Horace 1  
Homer 1

Sophomores

Horace 1  
Cicero's Orations 1  
Latin Prosody 1  
Mair's Introduction 2  
Arithmetic 2  
Algebra 1  
Roman Antiquity 1  
Xenophon 2  
Homer 2  
English Grammar 1

Seniors

Natural Philosophy 1  
Chemistry 2  
Moral Philosophy 1  
Belles Lettres 2  
Logic 1  
Astronomy 1  
Longinus 1  
Cicero's De Oratore 1  
Greek and Latin Classics 1  
Public Speaking and  
Composition in every class

As preparation for occupations the curriculum was

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<sup>10</sup>  
E. G. Dexter, History of Education in the United States, pp. 223-261. New York: Macmillan Co., 1904.

quite limited. Those interested in surveying, navigation, and the ministry could find something of value. It is likely that few, if any, persons then thought seriously about a college education as a preparation for other occupations, with the exception of medicine. From this point of view Cincinnati College fulfilled her mission in the field of higher education about as acceptably as the older colleges.

A strong moral tone prevailed. Moral and religious instruction was emphasized. Rigid rules were enforced, and even during vacations students were subject to the college regulations.

The degrees offered were B. A., M. A., D. D., and LL.D. The president was paid a fee of four dollars by each graduate for affixing his signature to the diploma. This was in addition to the diploma fee collected by the treasurer. After having a B. A. degree for three years, sustaining a fair character, and performing such exercises as might be required, a student could be granted the M. A. degree. This was the general practice in American colleges until 1874.<sup>11</sup> This custom was brought over from England where "the practice arose of conferring

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<sup>10</sup>E. G. Dexter, op. cit., p. 295.

the degree of A. M. upon those B. A.'s who had lived a brief number of years without having been sent to jail."<sup>12</sup>

Funds proved to be inadequate to carry on the work of the College efficiently, while Miami University became a strong competitor, drawing many students from the Cincinnati area to Oxford.<sup>13</sup> Primary and academic instruction were abandoned after the school year 1845-1846.

The Medical College.--Dr. William Goforth was the leading physician in Cincinnati before 1800 and for some years thereafter. He was interested in promoting medical education, and gave private instruction. The best known of his students was Dr. Daniel Drake, who, after completing his course of instruction under Goforth, spent two years at the University of Pennsylvania, and received the first Doctor of Medicine degree granted any candidate from the Ohio and Mississippi valleys. Later Drake was called to Lexington to become a member of the staff of Transylvania College. His ambition, however, was to start a medical school in Cincinnati, and on January 19, 1819, he and others secured a charter for the Medical College of Ohio.

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<sup>12</sup> A. B. Hart, "The Meaning of an American College Degree," Current History, XXXII, No. 5 (August, 1930), p. 962.

<sup>13</sup> R. H. Eckelberry, History of the Municipal University in the United States, p. 80. Washington: United States Office of Education, 1932.



Opposition to Drake's plan resulted in temporarily abandoning the Medical College of Ohio. Drake then established a medical department in the Cincinnati College, which was likewise discontinued in 1839 because of the competition of other institutions.

The Cincinnati Law School.---With the first boatload of settlers to Cincinnati, there came a proficient lawyer, Thomas Goudy. Others of the legal profession followed and by 1831 there were fifty-six lawyers in the city. A few of these had graduated from eastern law schools and they were interested in the establishment of an institution where young men of the West who desired to embark on a legal career might be adequately prepared for their profession.

Joseph Story, who took charge of the Harvard Law School in 1829, had advanced the theory that law students should consider Anglo-American law as expressive of the general principles of law which could be applied to local cases. His ideas dominated when Edward King, John C. Wright, and Timothy Walker organized the Law School at Cincinnati as a private institution in 1833. Two years later this became a part of Cincinnati College, with the three men named constituting the legal faculty.

Fourteen degrees were granted at the 1836 commencement. That year Walker secured some changes in the requirements for the LL.B. degree so that the work would

be done more thoroughly than in former years. In 1837 the legal faculty sought to give up the work owing to the lack of patronage, but the resignation of Timothy Walker was not accepted and for a time he took care of the department alone. Under his direction the law school became firmly established, and when primary and academic instruction were abandoned by Cincinnati College, the Law School continued.

Plans for the Union of Educational Trusts.--The idea of establishing a university, or at least a number of departments in one institution, had arisen during the school year 1834-1835. The trustees announced accommodations for:<sup>14</sup>

1. Medical College of Ohio
2. Cincinnati Law School
3. Cincinnati Literary Society
4. Western Academy of Natural Science
5. Ohio Mechanics Institute
6. An academic department
7. A Lancastrian school

The first five institutions named were already incorporated. The last two were legalized by the charter of Cincinnati College (1819). The trustees also had a classical department and a department of education under consideration. A committee began the work of collecting more funds for expansion, but the plans

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<sup>14</sup> A Catalogue of the Officers and Students in the Medical and Law Departments of Cincinnati College, 1835-1836, pp. 2-20. Cincinnati: Cincinnati College.

for consolidation failed to materialize because the various trustees could not arrive at an agreement.

In 1845 the College building was destroyed by fire. As there were no funds available for rebuilding, loans were sought. The Young Men's Mercantile Library Association furnished \$10,000 with the understanding that they would have use of part of the building, rent free.

The Medical College at this time was functioning as a separate school. After the fire the extreme difficulty in securing adequate funds caused the abandoning of all departments of the old College with the exception of the Law Department, which, for a number of years, was known as the Law School.

#### Chapter Summary

The events recorded in this chapter show the continued interest of the people of Cincinnati in higher education. Cincinnati University was theoretically founded in 1804, but the early efforts failed actually to establish an educational institution. Cincinnati College was started in 1819. The same year a charter was obtained for the Medical College of Ohio. The Cincinnati Law School came into existence in 1833. An attempt was made the next year to unite the various higher educational trusts of the city into a real university, but this failed for lack of agreement among the trustees of the individual schools.

### CHAPTER III

#### FOUNDING OF SOME INSTITUTIONS LATER MADE A PART OF, OR AFFILIATED WITH, THE UNIVERSITY OF CINCINNATI

The outlook for the university was not promising at the close of the first half of the nineteenth century, but it was destined to be ultimately realized. Already some of the units existed which were to form a part of that institution.

This chapter takes up, very briefly, the founding of educational units which eventually became a part of or were affiliated with the University of Cincinnati.

##### I. The Medical College of Ohio

Dr. Drake's early attempts to found a medical school were disappointing, but he was determined to carry out his plans. For a time he conducted a department in connection with Cincinnati College, then the Medical College of Ohio became a separate institution and remained independent until it united with the University in 1896. The Medical College was chartered in 1819<sup>1</sup>

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<sup>1</sup>Ohio Laws, 1819, V. 17, p. 169.

and was opened the following year. Despite the adverse circumstances in the early years, a temporary abandoning of the project for a separate medical school, the starting of a medical department in connection with Cincinnati College, the Medical College of Ohio finally gained a substantial foothold and was able to carry on independently when all the departments of Cincinnati College ceased to function with the exception of the Law School.

## II. Lane Seminary

Most of the colonial colleges were designed primarily to prepare students for the ministry. Later this function was lost to such an extent that denominations took steps to establish separate schools of theology. These schools were aided by bequests of persons interested in promoting denominational doctrines.

Lane Theological Seminary at Cincinnati was made possible by the gift of sixty acres of land on Walnut Hills in 1828 by families bearing the name of Kemper. The gift deed was made to trustees of Lane Theological Seminary. The land was to be passed on to their successors forever. In the event of the dissolution of the Seminary the property was to go to four societies named. Any of them failing, the property must go to the General Assembly of the Presbyterian Church.

The Seminary was chartered in 1829,<sup>2</sup> and continued as an independent institution until it became affiliated with the University in 1904.<sup>3</sup>

### III. Cincinnati Law School

Written with a pen in an official record book of the Law School one can find the following,<sup>4</sup>

The Cincinnati Law School was commenced in 1833, as a private institution, by John C. Wright, Edward King, and Timothy Walker. In 1835 it was made a department of Cincinnati College, and the same gentlemen were appointed the professors--but Edward King dying soon after, Joseph Benham was appointed in his place. In 1836 Edward Mansfield was added to the number. In 1837, owing to lack of patronage, all the professors resigned. The resignation of Timothy Walker was not accepted, and accordingly the whole care of the department devolved on him.

So well did Walker perform his work in connection with the law department of the college that this was the one department for which sufficient financial support to continue its function could be secured after the college fire in 1845. The law school continued as a separate unit until it became an organic part of the University<sup>5</sup> in 1918.

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<sup>2</sup>R. A. Montgomery, "Lane Seminary's History, " Times Star, V. 93, No. 72 (March 24, 1932), 6.

<sup>3</sup>University of Cincinnati Record, Ser. 1, V. 1, No. 5, p. 31. Cincinnati: University Press, 1904.

<sup>4</sup>Cincinnati Law School Register, 1833-1844, pp. 1-11.

<sup>5</sup>University of Cincinnati Record, Ser. 1, V. 16, No. 5, p. 126. Cincinnati: University of Cincinnati, 1919.

#### IV. The Observatory

The Cincinnati Observatory owes its origin largely<sup>6</sup> to the efforts of one man, Ormsby MacKnight Mitchel. There had been marked interest in astronomy in Europe, but the influence of European astronomers was not felt in America until about 1830. From that time interest in the subject in America increased rapidly.

Ormsby MacKnight Mitchel became Professor of Astronomy at Cincinnati College, and while serving in that capacity he was requested by the Cincinnati Society for the Diffusion of Useful Knowledge to give a series of lectures (1841-1842). So much interest was shown in the discussions that the last one was repeated at Wesley Chapel. At the close of the lecture, Mitchel presented a plan for securing three hundred subscriptions at \$25 each for the purchase of a telescope.

The Cincinnati Astronomical Society was organized and Mitchel sent to Europe to purchase a telescope, but he found that more funds were required. The additional money needed was soon raised by the Society. Judge Nicholas Longworth gave a plot of ground for an Observatory building. The cornerstone was laid November 9, 1843. Former President John Quincy Adams gave the principal address on this occasion. In honor of the former

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<sup>6</sup> Report of the Directors of the University of Cincinnati, pp. 13-14. Cincinnati: Gazette Printing Establishment, 1872.

President, the site was named Mt. Adams.

After the organization of the University of Cincinnati, the University Board of Directors took charge of the Observatory (1872). By this time the city had developed until the smoke interfered with observation. A four acre tract for a new site was donated by John Kilgour. This became known as Mt. Lookout. The building was erected and equipment moved to the new location in 1873.

#### V. Miami Medical College

By 1850 the Medical College of Ohio was recognized as one of the best in America. Nevertheless in 1852 the Hamilton County Commissioners chartered a new medical school which became known as Miami Medical College. Five years later a merger was arranged between the two Cincinnati medical schools, but this was dissolved in 1865. There was another brief period of affiliation in 1886, then the Miami College was once more independent and remained so until 1909. In 1896 the Medical College of Ohio became identified with the University, and in 1909 the Miami Medical College united to form the Ohio-Miami Medical College of the University. In 1916 the name was changed to the College of Medicine of the University of Cincinnati.



## VI. School of Design

While there was considerable interest in art in America, during the first century of national existence there were few schools giving instruction in the fine arts. Of the ten in this country in 1870 which were recognized by educators, two were in the city of Cincinnati.<sup>7</sup>

Early Art Education in Cincinnati.--The singular beauty of the region about Cincinnati, especially at an earlier day, when the hillsides and valleys were still clothed in their primeval garb of forest and thicket, contributed in no small degree to bring budding artists to this city. Before 1830 no less than a dozen artists were located in Cincinnati. For the most part these were native Americans although some were of foreign parentage and had the advantage of art study in Eastern schools or in Germany and Switzerland.

Schools of art and galleries of art were opened from time to time by the early artists, but most of these were short lived. One of the first was F. Eckstein's Academy of Fine Arts (1826). In 1828 Frederick Franks opened a gallery of fine arts. Ten years later a second

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<sup>7</sup> E. G. Dexter, History of Education in the United States, pp. 401-403. New York: Macmillan Co., 1904.

academy of fine arts was founded. Numerous efforts were made to establish a permanent institution without avail, partly from lack of adequate support and also because the artists did not properly consolidate their efforts.

The Ohio Mechanics Institute inaugurated a department of fine arts in 1856 which was destined to continue, and was one of the ten recognized art schools in America in 1870. However, this is of less significance in a study of the development of the University of Cincinnati as it did not have the same relationship to the University as did the School of Design.

Founding of the School of Design.--In 1855 the Ladies' Gallery of Art began a project which was made possible by a fund given by Charles McKicken. This was the collecting of copies of the works of famous masters. The paintings were taken care of temporarily by the Ladies' Gallery of Art, and when the University project got under way later the art collection was presented to the University Board of Directors. This collection was utilized by the School of Design which became the nucleus of the University in 1868.

## VII. Musical Education in Cincinnati

Since the early settlement of Cincinnati the city has had prominent musicians. The interest in music was

increased by the German element in the population. The first musical academy was started in 1815. Twenty years later an effort was made to establish another musical academy but sufficient funds were not available for carrying out the project.

One of the most influential movements in the development of music in Cincinnati was the German musical festivals, which originated in the city of Wuerzburgh, Bavaria (1845). These musical festivals were imitated in America in different places, the activity in Cincinnati along that line being singularly successful. Interest in music increased and financial support was more readily obtained. In 1867 the Conservatory of Music was founded. The German musical festivals were the foundation for the May Festivals which began in 1872, and this movement led to the erection of Music Hall and the establishment of the College of Music in 1878.<sup>8</sup>

Both the Conservatory of Music and the College of Music were continued, these becoming affiliated with the University of Cincinnati in 1904.<sup>9</sup>

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<sup>8</sup> H. A. Ford, History of Cincinnati, Ohio, pp. 246-258. Cleveland: L. A. Williams and Co., 1881.

<sup>9</sup> University of Cincinnati Record, Ser. 1, V. 19, p. 11. Cincinnati: University of Cincinnati, 1923.

### VIII. Hebrew Union College

The first Jew to reside in Cincinnati came about 1817, and from that time the Jewish population grew rapidly. By 1840 three per cent of the population was Jewish. The first of the Jewish synagogues in the city was erected in 1822.<sup>10</sup>

Rabbi Isaac M. Wise, seeking to promote the education of young Jews of marked ability, and believing that Cincinnati would be a good location for such an institution, organized Hebrew Union College. This began its activity in 1875 with Rabbi Wise as first president of the College.<sup>11</sup>

While Hebrew Union College has maintained an independent identity, an affiliated relationship was established with the University in 1904. Since that time those taking the degree of rabbi at Hebrew College must take their undergraduate work at the University, while students at the University are allowed to take part of their work at Hebrew Union College.<sup>12</sup>

### IX. Clinical and Pathological School

The Clinical and Pathological School of the Cincinnati Hospital originated in 1821.<sup>13</sup> Its identity

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<sup>10</sup> H. A. Ford, op. cit., p. 162.

<sup>11</sup> Catalogue, Hebrew Union College, pp. 1, 17-20. Cincinnati: Hebrew Union College, 1932.

<sup>12</sup> University of Cincinnati Record, Ser. 1, V. 1, No. 5, pp. 1-5. Cincinnati: University of Cincinnati, 1904.

<sup>13</sup> University of Cincinnati, Catalogue of the Academic Department, p. 68. Cincinnati: University of Cincinnati, 1892

was maintained from the start. In 1886 it became  
affiliated with the University<sup>14</sup> and became an integral  
part of that institution in 1915.<sup>15</sup>

#### Chapter Summary

With the developments in science, arts, and the professions in the United States, there was manifested a progressive tendency in Cincinnati to keep abreast of the times. Numerous institutions for the promotion of advanced learning were founded, but for many years attempts to unite these educational efforts in one central organization failed. Eventually, however, independent institutions became affiliated with each other or organically related, and the University became a reality more than half a century after the original plans were formulated.

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<sup>14</sup>

University of Cincinnati Catalogue, p. 33.

Cincinnati: University Press, 1901.

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A. C. Bachmeyer, Interview, October 4, 1933.

## CHAPTER IV

### FOUNDING OF THE UNIVERSITY OF CINCINNATI

By 1870 Cincinnati had become one of the largest and most important cities in the United States, with a population of nearly a quarter of a million. The industrial plants employed more than fifty thousand persons and had an annual output valued at over one hundred million dollars.

During the three previous decades the city had acquired enough European immigrants to have a marked influence on the political, social, and religious life. Musical and industrial activities were reflected in two celebrations - the establishment of Saengerfest Hall and the industrial exposition.

With the industrial development there came an upward extension of the public school course. The people of this thriving city never lost their educational perspective, but continued to place an emphasis on the importance of educational institutions. Central High School was established in 1847 in the basement of a church. Within four years the high school enrollment

increased to such an extent that two high schools were founded - Hughes and Woodward, both important factors in the later educational development of the city.<sup>1</sup>

The old idea of a municipal university persisted through the years despite the handicaps and disappointments. The growth of high schools kindled anew the hopes of those who clung to the old objectives. The increase of wealth that could be devoted to higher education gave promise for the future, but the real beginning which resulted in the permanent establishment of the University is closely related to the life and work of Charles McMicken. The successful commercial career of this man made it possible for him to leave a substantial estate which he directed should be largely utilized for educational purposes.

The Life and Work of Charles McMicken.--Charles McMicken was born in 1782 on a farm in Bucks County, Pennsylvania. When twenty-one he rode a horse to Cincinnati, being attracted by tales that he had heard of this growing town. He was first employed in merchandising activities, later taking up flat-boating. Making a trip to New Orleans he visioned the enormous possibilities in promoting trade between the northern

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<sup>1</sup>  
H. A. Ford, History of Cincinnati, Ohio,  
pp. 193-94. Cleveland: L. A. Williams and Co., 1881.

and southern states. This trade received his attention for many years and proved to be exceedingly profitable. He accumulated a fortune and in his prosperity turned his attention to the welfare of others.

McMicken became interested in the work of the American Colonization Society which sought freedom for the slaves. He made a gift to the organization that was used to purchase a tract of land in Liberia, called "Ohio in Africa," to be used as a home for colored people from Illinois, Indiana, and Ohio.

While McMicken's own formal education was limited to the common schools, he was interested in higher learning. During his life time he made two generous gifts in the interest of education. One gift was for the purpose of equipping the Ladies' Gallery of Art with famous paintings. Another, of ten thousand dollars, was for a professorship of chemistry in Farmer's College.

There was much speculation as to what McMicken would ultimately do with his property for his interest in education was well known. It was believed that he would make liberal contributions for higher education, but the reading of his will created a distinct surprise when it was learned that he had given the bulk of his vast estates to the city of Cincinnati for educational purposes.



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The McMicken Will.--McMicken left much property in Illinois, Louisiana, Missouri, Texas, and Ohio. At the time of his death in 1858 it was estimated that the estate was worth about a million dollars, which was a considerable fortune in those days. The most valuable portion of the estate was in Ohio and Louisiana and it was this that he willed to Cincinnati. The will itself was written in 1855 and in addition to distinctly specifying certain property that was to go to the city he also provided that all real estate acquired after the drafting of the will should likewise become the property of the city.

Certain annuities and legacies were provided for, these to be paid by the Treasurer of the City from funds derived from the estate.

McMicken wanted two colleges for the city, one for white boys and the other for white girls. Section XXXI of his will listed the property that was to be utilized for this purpose, which was to be held in trust forever, or sold and the funds held in trust. The property was as follows:

1. All the Davenport tract, parish of East Baton Rouge, about fourteen miles from Baton Rouge, containing about 1200 acres.

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Will of Charles McMicken, pp. 1-30.

2. All the property in New Orleans and in the town and parish of Jefferson - all to be sold at public or private sale.
3. One hundred twenty-four (124) acres of land in Delhi Township, Hamilton County, Ohio, all of which is to be sold or leased.
4. Cincinnati property which goes to the city, annuities, legacies, and taxes to be paid out of the rents.
5. All real estate that may be acquired hereafter.
6. Railway bonds and railway stocks, insurance and other stocks, all notes secured by mortgages, and bank deposits.
7. Whatever may accrue above maintenance of the colleges shall be invested in good securities.
8. All the rest of any property or any legacy, annuity, etc., in case of death of legatee or failure to fulfill terms of the will.

Section XXXII of the will specified that none of the real estate in Cincinnati should be sold. The buildings were to be kept in repair from revenues of the estate, or these could be torn down and new buildings erected. Dormitories could be constructed if funds permitted. Between five and six acres of the McMicken grounds were reserved for the boys college, and about three acres were set aside for the girls college. Enlargement of the grounds by the purchase of adjoining tracts was permitted. The will stated that leases should not be for a period of more than fifteen years, or in excess of ten years for improved property.

Section XXXIV required the use of the Bible of the Protestant version as a book of instruction in the colleges.

Section XXXV gave preference in admission to the colleges to holders of legacies and their children.

Section XXXVI specified that,

1. Poor white orphans may be supported by any surplus.
2. Where orphans show ability, they may be transferred to the colleges.
3. No orphans may be received until they have been relinquished by their guardians.
4. Orphans fourteen to eighteen years of age may be bound out to a profitable trade.
5. Those of ability may not be bound out, but given professional training.
6. Loans may be made from the surplus, to male orphans who intermarry, the amount not to exceed \$500 and the interest not to be more than six per cent.

Section XXXVII gave the city council authority to appoint directors of the colleges.

Section XXXVIII required that accounts for the colleges be kept separate from other city accounts and that a report of enrollment and finances be made to the state. Tuition was to be free to residents of Cincinnati.

Section XXXIX made William Crossman, Freeman C. Cary, John C. Chenoweth, William F. Hewson, William Woodruff, and Andrew McMicken executors. The will was admitted to record by the Hamilton County Probate Court, April 10, 1858.

Ordinance of the City Council.--The city council

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<sup>3</sup> Will of Charles McMicken with Ordinances and By-Laws of the McMicken University, pp. 31-47.  
Cincinnati: Board of Directors, 1860.

promptly adopted an ordinance relating to the bequest of McMicken and provided for the establishment of the McMicken University to carry out the provisions of the will.

This ordinance specified that there should be a Board of Directors consisting of the mayor and six men of learning and skill appointed by the city council for terms of six years. The directors were to serve the university without pay. The Board was authorized to elect its own president who would have authority to appoint a clerk and messenger. The books and records were to be subject to inspection by the city council. An annual report each December was required. The Board was authorized to make a budget for the university. Funds were to be kept inviolate in the city treasury. The Board had authority to draw orders on the city auditor who might draw warrants on the treasurer. Contracts for buildings and repairs involving sums of \$100 or more had to be advertised. Contracts were to be made within the income of the year requiring the expenditures.

The council required the Board to draft a plan for the university which was to be in conformity with the McMicken will. The plan had to be reported to the council and when approved by that body was to be put

into operation without delay.

Board of Directors.---R. H. Bishop was mayor at this time, and the following men became associated with him to form the Board of Directors: Rufus King, James Wilson, C. S. Comegys, Miles Greenwood, Henry F. Handy, and G. B. Hollister.<sup>4</sup> Rufus King was made temporary president and G. B. Hollister temporary secretary.

Early in January, 1860 the Board proceeded to get information relative to the condition of the property left to the administration of that body. A committee was selected for this purpose and another committee named to prepare by-laws, rules, and regulations for the Board.

By-Laws of the Board of Directors.---The by-laws which were drafted and accepted provided for a president, vice-president, secretary, clerk, and collector to be elected annually. The president was required to make the annual report to the city council. He also had the duty of appointing standing committees on funds, bills and claims, law, buildings, repairs, and leases. Committee reports were to be made in writing and kept on file. A committee on plan of organization of the university was also to be selected who were to report on a definite plan as soon as

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<sup>4</sup>Record of Minutes, University of Cincinnati,  
1859-1876, Vol. I, pp. 1-3.

possible. Appropriations could be made by a majority vote. No board member could be interested in contracts of the Board. Amendments to the by-laws could be made by a two-thirds majority vote.

Legal Difficulties.--McMicken anticipated that some of his heirs would object to so much property being given to Cincinnati. To offset any attempt at breaking the will he included a clause which specified that any legatees who even attempted to break the will would forfeit their shares to the city.

Nevertheless one of the heirs, Franklin Perin, in 1860 brought court action to recover the property bequeathed by McMicken in Louisiana on the grounds that the laws of that state did not permit a corporation outside the state to hold in perpetuity immovable property within the state. The case was carried to the Louisiana Supreme Court and that body declared the McMicken will void in so far as it related to immovable property in Louisiana.<sup>5</sup> This was a severe blow to the higher educational interests of Cincinnati and caused a much longer delay in the ultimate realization of the aims for an adequate university.

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<sup>5</sup>  
Louisiana Associated Reports, Perin vs. Mc Micken, V. 15, p. 154.

Perin also tried to break that portion of the will relating to property in Ohio. This case was carried to the United States Supreme Court where the legality of the will was affirmed in 1861.<sup>6</sup>

With the rights of the city to certain portions of the McMicken estate clearly established the Board of Directors sought to make definite progress in the establishment of the institutions which the founder expected to provide. However, the Civil War proved to be a serious handicap. The revenues from property were comparatively little after paying the annuities and legacies provided for in the will, and for five years after the death of McMicken there was only the marking of time and the making of plans, yet withal the clinging to hopes.

A Night High School.<sup>7</sup> --By 1863, the available funds being still insufficient to open a university, the Board decided to start the educational project with a night school. The plan was to offer algebra, geometry, trigonometry, chemistry, natural philosophy, mechanics, drawing, English, German, and French five nights a week, with three hours of class work each night.

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<sup>6</sup> United States Reports, 1861, V. 24, p. 465.

<sup>7</sup> Record of Minutes, University of Cincinnati, 1859-1876, V. 1, p. 87.

The school was to be opened if one hundred fifty persons applied for admission, but the plan failed for lack of a sufficient number of pupils.

School of Design.--The night school not materializing, the Board continued to consider various means of carrying on the work for which it was created. In 1867 plans were announced for the setting up of a university offering instruction in many subjects.<sup>8</sup> Again the lack of sufficient funds proved to be too serious a handicap to overcome and the best that the Board could do was to open a School of Design in the Cincinnati College Building in 1869.<sup>9</sup>

The rules of the School of Design were<sup>10</sup>

1. The special object of the school shall be the application of drawing and design to industry.
2. The term of the first year will be from January 4 to June 16. The next term will begin on the third Monday in September and close in the middle of June. Sessions will be from 9:00 to 2:30 daily - except that no classes will be held on Saturday or Sunday.
3. Pupils, male or female, will be admitted until sixty pupils are registered.
4. Instruction will be free to residents of Cincinnati.
5. Orderly conduct and punctuality will be expected. Absence for a week without excuse is cause for exclusion by the principal.

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<sup>8</sup> Record of Minutes, University of Cincinnati, V. 1, p. 158, 1859-1876.

<sup>9</sup> Ibid., pp. 188-203.

<sup>10</sup> Ibid., p. 158.



7. Visitors will be admitted only by permission of the principal or when accompanied by a member of the Board.
8. Specimens of proficiency will be exhibited at the beginning and end of each term.
9. There will be a public exhibition of the most meritorious designs and drawings.
10. Pupils are expected to be attentive.
11. Violation of the rules will cause forfeiture of privilege of attendance.
12. Students must be twelve years of age and attend at least one year.

More than a decade had passed since the provisions of the McMicken will had been made public, and still the colleges which Charles McMicken had hoped to found were only a vision. The School of Design was a beginning, but that was all, and it was not opened for ten years after the death of the benefactor.

Practical Steps Toward the Founding of the University.--In 1869 the Board of Education selected a committee to make a study of the possibilities of combining various educational trusts in the city into one university project.

After careful study the committee made the<sup>11</sup> following recommendations:

1. That an effort be made to consolidate the McMicken University, Cincinnati College, Cincinnati Astronomical Society, the Hughes and Woodward funds, Farmers College, and Ohio Mechanics Institute.

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<sup>11</sup>  
Report of the Special Committee on the University Project, pp. 57-62. Cincinnati: Board of Education, 1869.

2. That an institution called the University of Cincinnati be established.
3. That a board of directors consisting of the mayor, the president of the university, the president of the city council, the president of the board of education, and twenty-four other members be provided.
4. That the departments be: collegiate, law, medical, astronomical, normal, dental, musical, fine arts, polytechnic, etc.
5. That residents of Cincinnati be admitted without payment of tuition.
6. That the Ohio College of Dental Surgery, the medical colleges, and the Cincinnati Law School be asked to join the university.
7. That the board of education, on being assured that the Hughes and Woodward funds would be transferred to the university, annul contracts with these funds.
8. That the board of education appropriate some funds for the university, if given a voice in the selection of directors.
9. That the board of education retain the Hughes and Woodward High Schools, but as part of the public school system, and pay rental on the buildings to the Hughes and Woodward funds.
10. That the General Assembly authorize a small tax levy for university buildings.
11. That transfer of educational trusts from the council to the board of directors be permitted.
12. That a special committee in the new board of directors prepare a bill for the General Assembly covering the proposals listed here.

This was a much more inclusive plan than anything proposed previously, it being recognized that a general consolidation had to be made before the city could have an adequate university. There were numerous educational interests fostering higher educational work but there was lack of uniformity in effort and purpose to give the city one higher educational institution that would serve the needs of the people adequately.

The city itself had seen the various educational agencies at work in its midst without these accomplishing what had long been the dreams of many interested in education. There was lacking unity, and none of these agencies, not even the Board of Directors of McMicken University made any effort to combine the higher educational resources.

It was the city Board of Education that took the initiative, appointing the committee to investigate and make recommendations for consolidation, and it was the city authorities who, from that time, proceeded with the work of formulating a municipal university from the educational units available.

The city council, entrusted with the McMicken funds, was ready to co-operate to the fullest extent and proceeded to present to the state legislature a bill covering the proposals of the committee representing the city board of education.

Recommendations might be made, but objections arose. There was sentiment attached to the various educational institutions of the city, and there was a certain amount of jealousy; trustees hesitated to resign their trusts. Although the proposed plan was practical it was many years before a complete realization was to crown the efforts. However, the city was now embarked on a plan that was sound and workable and that

was destined to succeed. The University of Cincinnati was soon to exist in reality although the struggle for its development was still to be long and arduous.

#### Summary

The McMicken will renewed the hopes for a city university, but the loss of much property through legal technicalities was a severe blow to the project. The lengthening years indicated that something further needed to be done and finally the city board of education sought to develop a workable plan for the unification of the various educational trusts within the city. The city council, being entrusted with the McMicken funds, cooperated by presenting a bill to the state legislature embodying the provisions that were deemed essential for the establishment of the university made up of educational units already in the city, and thus was set on foot the final movement that was to result in a real municipal university for Cincinnati.

## CHAPTER V

### STRUGGLING YEARS FOR THE UNIVERSITY -- 1870-1895

From 1870 until the University of Cincinnati was removed to Burnet Woods the various branches of the institution had to conquer almost unsurmountable barriers to existence. These were of an administrative and legal nature, and also involved the physical plant.

By 1870 Cincinnati had become one of the nation's foremost cities. Its development had been rapid, and from its earliest history there had been a strong interest in education. Cultural growth and interest had kept pace with the industrial expansion. The public schools of the city were among the best in America, but the efforts toward higher educational advantages had not resulted in the founding of the one institution that had been the dream of Cincinnati leaders for more than sixty years, -- a practical municipal university. By 1870 the start had been made with the Charles McMicken

bequest as the financial foundation and in that year the Ohio legislature enacted the municipal university code, the first of the kind in the United States. This law, which was requested for the purpose of carrying out the plans for the consolidation of educational trusts, gave the city council the right to set aside lands for university purposes,<sup>1</sup> and the University of Cincinnati came into official existence that year.

Another legislative act of the same year authorized the city board of education to levy a city tax of one-tenth mill to be used for university support.<sup>2</sup> Minor support was thus secured from public funds, but the board failed to levy the tax for the year 1877-1878, and on May 7, 1878 the former law specifying that the board might levy the tax was changed to require the Board of Education to levy the tax on application of the University Board of Directors. This new law also provided for a tax of three-hundredth mill for the Observatory.<sup>2</sup>

Legal Basis for the Board of Directors.--A resolution of the city council technically established the McMicken

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<sup>1</sup> Ohio Laws, 1870, V. 67, pp. 86-88.

<sup>2</sup> Ibid., V. 67, pp. 86-88.

<sup>3</sup> Eighth Annual Report, Board of Directors, University of Cincinnati, pp. 9-10. Cincinnati: Times Book and Job Printing Establishment, 1879.

University December 12, 1859, with a board of six directors to be selected by the council to serve with the mayor.<sup>4</sup>

The legislative act of 1870, in establishing the legal basis for the University of Cincinnati provided that the mayor and eighteen others elected by the Council were to serve as the Board of Directors. Six of the number were to be "citizens of approved learning, discretion, and fitness for such office" who were to be nominated by the city Board of Education. The term of office was set as six years. Vacancies were to be filled by the Council.<sup>5</sup>

In 1881 legal provision was made for twelve members of the Board of Directors to be nominated by the Superior Court and approved by the Council.<sup>6</sup>

An act of 1892 provided that vacancies would be filled by the Superior Court.<sup>7</sup>

McMicken College of Liberal Arts, 1873-1895

Directors of McMicken University.--Although the McMicken University existed for some years after the

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<sup>4</sup> Ordinances of the City of Cincinnati, Disney, 1866, pp. 645-656.

<sup>5</sup> Ohio Laws, 1870, V. 67, pp. 86-88.

<sup>6</sup> Ibid., 1881, V. 78, pp. 178-179.

<sup>7</sup> Ibid., 1892, V. 89, pp. 31-32.

death of McMicken in name only, nevertheless there was a Board of Directors entrusted with the duty of looking after the property left by the McMicken will for college purposes. One of the first acts was to select a committee to determine the status of the McMicken property and make plans for handling the estate to the best advantage. The board also arranged leases for parts of the estate, and adopted rules and regulations in accord with the city ordinance which created the University.<sup>8</sup>

At the legally appointed time, the first installments on the various annuities and legacies were paid.

The second year, T. B. Disney, who was clerk of the Board, proposed that the Board offer \$6,000 to the executors of the McMicken estate if they would transfer all the assets to the University. This was referred to the City Solicitor, but nothing came of it.<sup>9</sup>

First Annual Financial Statement.--The Board made its first annual financial statement to the council February 28, 1861. Income from rents and other sources had been \$23,207.18, while expenditures were \$23,093.93, leaving a balance of only \$113.25.<sup>10</sup>

The city was suffering from the general business

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<sup>8</sup> Record of Minutes, University of Cincinnati, 1859-1876, V. 1, pp. 3-6.

<sup>9</sup> Ibid., p. 28.

<sup>10</sup> Ibid., pp. 31-33.

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depression and on the request of tenants rents were reduced. Expenses were likewise reduced so that the balance in 1862 was \$1,243.93.<sup>11</sup> The next year the balance was \$5,347.24.<sup>12</sup>

Funds were accumulating far too slowly to make possible the establishing of a University, so the Board decided to open a Night School as mentioned in the preceding chapter. However, this plan was not carried out for lack of interest.

Further Attempts to Establish a University.--In 1867 the Board decided to organize an institution with several fields of study.<sup>13</sup> They realized, however, that before this could be done it would be necessary to have additional financial support.

Members of the Board conferred with officials of Cincinnati College and officials of the Ohio Mechanics Institute in an effort to develop a concerted plan for the combining of funds and organization of the University.<sup>14</sup> This conference being temporarily unsuccessful, the School of Design was opened in 1869, which marked

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<sup>11</sup> Record of Minutes, University of Cincinnati,

<sup>12</sup> Ibid., p. 74.

<sup>13</sup> Ibid., pp. 158-162.

<sup>14</sup> Ibid., p. 188.

the real beginning of McMicken University. Classes were started January 4, 1869.<sup>15</sup>

The efforts of the Board of Directors of McMicken University toward a consolidation of educational trusts of the city coming to naught, the city Board of Education took an active interest in trying to unite these educational interests. The necessary legal sanction was secured through the act passed by the General Assembly of the state in 1870<sup>16</sup> and plans gradually developed for the organization of an institution to be known as the University of Cincinnati, which would utilize the McMicken property and funds. With the legislative sanction of a bond issue in 1872, there was assurance that a building could be constructed and the University formally opened. This bond issue was the beginning of public support of the University, which was to have a vital significance in the future success of the institution.

Opening of the College.--The first building of the college was constructed with funds secured by this bond issue, but before the building was completed the Board of Directors of the University opened the academic

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<sup>15</sup> Record of Minutes, University of Cincinnati, 1859-1876, V. 1, pp. 190-194.

<sup>16</sup> Ibid., p. 242.

department in the Woodward High School in 1873. There were three members in the original faculty, and fifty-eight in the student body.

Instruction in the various classes began where the work in high school left off. Admission was secured through examination by graduates of the Cincinnati high schools, or those having equivalent standing.

Prospective freshmen who wished to work for the A. B. degree were examined in the rudiments of Latin, Caesar, Virgil, Cicero's Orations, Xenophon's Anabasis, three books of the Iliad, arithmetic, algebra to the binomial theorem, geometry (complete), trigonometry (complete), physics, and chemistry. Those registering for the C. E. program or the B. S. program were examined in arithmetic, algebra, geometry, trigonometry, elementary inorganic chemistry, physics, rudiments of Latin<sup>17</sup> (or German or French).

Requirements for Degrees, 1874-1875.--To receive credit toward a degree, a student was required to take the equivalent of fifteen hours of recitation a week for four academic years. All courses for the first year were prescribed for those working for the A. B. degree.

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<sup>17</sup> University of Cincinnati, Academic Department,  
p. 14. Cincinnati: University of Cincinnati, 1876.

Candidates were required to take a principal study for three years. This could be selected from either ancient and modern languages or history and philosophy. It was recommended that students take two years each in German, French, and physical science.

For the B. S. degree a principal study was required of three or four years in physics and chemistry, mathematics, astronomy, geology, natural science or some other science. Two years in German and two years in French were recommended.

The University of Cincinnati did not at this time compare favorably with older institutions in the breadth of courses offered in the B. S. degree program, and in engineering.<sup>18</sup> Most of the colleges then in existence did not go so far in the development of the elective system; but the Cincinnati plan, on the whole, was similar to that of other universities of that day. The tendency to prescribe the freshmen courses was liberalized in later years by offering more electives, and the elective privilege was extended in the other years also.

The Executive Department and the Original Faculty.--  
Principal G. W. Harper of Woodward High School was the

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<sup>18</sup>

W. T. Foster, Administration of the College Curriculum, pp. 362-375. Boston: Houghton Mifflin Co., 1911.

first executive head of the University.<sup>19</sup> During the next two years H. T. Eddy served as Dean and in that capacity was head of the institution.<sup>20</sup> W. R. Benedict became Dean in 1876.<sup>21</sup> The Board abolished the Dean's office about a year later and elected Thomas Vickers as Rector<sup>22</sup> and Acting President.<sup>23</sup> Vickers resigned in 1884 and H. T. Eddy was made Acting Rector until a President could be selected.<sup>24</sup>

Besides Principal Harper, the first faculty consisted of Thomas Vickers, later Dean, who taught German, and Jules Laquious, who gave instruction in French.

Effects of the Condition of Business in 1877.--The pressure of hard times was felt in 1877. There had been a reduction of rents with a decline in the income from the McMicken estate. Furthermore, the city Board of Education, economizing on tax levies, did not levy the

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<sup>19</sup> Record of Minutes, University of Cincinnati, 1859-1876, V. 1, p. 417.

<sup>20</sup> University of Cincinnati, Academic Department, p. 2. Cincinnati: University of Cincinnati, 1875.

<sup>21</sup> Record of Minutes, University of Cincinnati, 1859-1876, V. 1. pp. 534, 576.

<sup>22</sup> Paul Monroe, A Cyclopedia of Education, p. 666. New York: Macmillan Co., 1925.

<sup>23</sup> Record of Minutes, University of Cincinnati, 1877-1883, V. 2, p. 85.

<sup>24</sup> Ibid., 1883-1891, V. 3, p. 64.

one-tenth mill tax which was permitted by a special Ohio law.<sup>25</sup>

There had been an increase in the size of the faculty; more students were attending the college and the needs were far greater than the available funds. T. S. Disney asked that his own salary be reduced by \$500, to provide more money for instruction purposes, and the Board of Directors did manage to employ a much needed man for the natural history department. By the end of the year 1877 there were eleven members on the faculty, and ninety-two students, including thirty-three who were definitely working on degrees.

The first Graduates.--Most of the students entering the University in 1873 dropped out, probably because they did not then feel the need of a college education as students do today. One man, however, continued his studies without a break until he was working alone in his courses. In 1877, this man, Frank G. McFarlan, completed the work required for the A. B. degree. The same year, Winslow Upton and Herbert Howe, who had been doing graduate work at the Observatory, completed the work required for the M. A. degree. These three persons

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<sup>25</sup>  
Seventh Annual Report, Directors of the University of Cincinnati, pp. 5-8. Cincinnati: Times Book and Job Printing Establishment, 1878.

are considered the first graduates, but they were not granted diplomas at the time, for no diploma form had been adopted, and no commencement exercises were held.

The First Commencement.---The first commencement exercises were held in 1878 in Pike's Opera House. A large audience assembled for this important program, which consisted largely of addresses by the graduates. The Honorable George H. Pendleton delivered the "Baccalaureate" address. The University was considered a local institution, nevertheless one of the graduates in 1878 was from Rio de Janeiro, Brazil.<sup>26</sup>

A Period of Difficulties.---From 1877 to 1884 was a period of extreme difficulties, financial and otherwise. The economic stress of the times was reflected in the problems of the University Board to secure sufficient funds to keep the institution open. As stated previously, the city Board of Education at one time failed to levy the tax for the University support permitted by law, and a new law was enacted making this tax levy compulsory, but even after this compulsory levy the funds were insufficient to meet all of the financial needs.

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Seventh Annual Report, Directors of the University of Cincinnati, p. 11. Cincinnati: Times Book Job Printing Establishment, 1878.

There were also numerous other problems of a serious nature. The Gazette, published in Cincinnati, and even the student newspaper of the University, waged bitter attacks on the institution, and more particularly on the Rector. There was much comment on the low enrollment,<sup>27</sup> and the fact that most students had not met the requirements for entrance and were classed as "special" students, not working for degrees. It was also claimed that the University was not offering enough programs to meet the occupational and cultural needs of the students, and to carry out the wishes of the founders. The question was asked as to why the Bible was not being taught as Charles McMicken had intended.

Through legal complications, the University Tax Levy, which had been made compulsory, was again cut off in 1883, and it was impossible for the Board to finance the activities of the University as their judgment indicated should be done.

Changes in the Academic Department.--In spite of all the complications, the criticism, the financial and other difficulties, there were some progressive changes during this period.

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<sup>27</sup>"The University", Academica, V. 2 (May, 1881), pp. 18, 22. Cincinnati: Block and Co.



In 1877 the work leading to the M. A. degree was more definitely formulated and work leading to the Ph. D. degree was offered for the first time. For the M. A. degree a student was required to complete a year of graduate work, including a thesis, and to take a final examination on the courses pursued.

Those who desired the Ph. D. degree were required to (1) pursue a two-year program of liberal study beyond that leading to the Bachelor's degree, (2) give proof of very considerable acquirements and maturity of judgment, (3) prepare a dissertation based upon an original investigation, and (4) pass a final examination.<sup>28</sup>

These requirements, being practically the same as were in force at Harvard during the time,<sup>29</sup> reflect the high standard that the authorities sought to maintain at Cincinnati. However, few degrees were earned under these regulations, as shown by the University records.<sup>30</sup>

There was an effort in 1879 to make the A. B. degree distinctly cultural, by requiring three years of study in

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<sup>28</sup> Catalogue of the University of Cincinnati, pp. 13-14. Cincinnati: University of Cincinnati, 1877.

<sup>29</sup> E. C. Dexter, History of Education in the United States, p. 296. New York: Macmillan Co., 1904.

<sup>30</sup> University of Cincinnati Record, Ser. 1, V. 3, No. 4, pp. 3-32. Cincinnati: University of Cincinnati, 1907.

each of the ancient languages and by prescribing most of the other courses in so-called cultural fields.<sup>31</sup> To provide for those who had a special interest in the sciences and little interest in the classics, a Bachelor of Philosophy degree, which originated at Brown in 1851, was offered after 1883. There were also added a two-year normal program and a degree of Bachelor of Literature.<sup>32</sup>

The wider range of degrees was offered because of the diverse groups of students having numerous needs, interests, and abilities.

The accusation that the University was neglecting, or refusing, to carry out the thirty-fourth article of the McMicken will, relating to Bible instruction, was finally met by the decision that Professors W. R. Benedict and J. M. Hart should offer a course in Bible study.<sup>33</sup>

Early Development of Physical Facilities.--During the period ending in 1895 there was very little building activity. This little was limited to the bare necessities necessary to keep the University open.

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<sup>31</sup> Annual Report, University of Cincinnati, pp. 18-19. Cincinnati: University of Cincinnati, 1879.

<sup>32</sup> Annual Catalogue, University of Cincinnati, p. 26. Cincinnati: University of Cincinnati, 1883.

<sup>33</sup> Tenth Annual Report, Directors of the University of Cincinnati, p. 8. Cincinnati: Robert Clarke Co., 1881.

The University was housed in Cincinnati school buildings which were offered for the purpose until the first University building was completed in 1875, which had been made possible by the bond issue authorized by the Ohio legislature. The building was erected at a cost of \$76,000. It had a chemistry laboratory in the basement and commodious classrooms on the other floors. Later a physics laboratory was equipped and a large collection of fossils and minerals was made for the Geology department.<sup>34</sup>

The Fire at the University.--November 7, 1885, a fire originating in the chemistry room damaged the University building and equipment to the extent of about \$10,000. The Union Board of High Schools and President Isaac M. Wise of Hebrew Union College offered rooms for the University while repairs were being made. The high schools being already crowded, the University temporarily moved to Hebrew Union College.<sup>35</sup>

The Observatory Building.--While the Observatory was not a part of the University at the time, it was destined to be united with the University and for that reason men-

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<sup>34</sup> University, Academic Department, p. 5. Cincinnati: University of Cincinnati, James Barclay, 1875.

<sup>35</sup> Fifteenth Annual Report, Directors of the University of Cincinnati, pp. 12-13, 21. Cincinnati: Wilstach, Baldwin and Co., 1886.

tion should be made of the new building erected for the Observatory on Mt. Lookout in 1873, after it was found necessary to move the Observatory from its old location on Mt. Adams due to the smoke of the growing city interfering with observation.<sup>36</sup>

Chief Executives After 1885.--In 1885 the Board, by a unanimous vote, chose Dean J. D. Cox of the Cincinnati Law School as President of the University.<sup>37</sup> Four years later Cox asked that another man be elected as chief executive so that he might give his full attention to the Cincinnati Law School. Once more H. T. Eddy served as Dean and Acting President. He severed his connection with the institution to become President of the Rose Polytechnic Institute in 1890.<sup>39</sup>

In 1890 the Board made the Deanship rotary, each professor, except the Professor of Astronomy, to serve a year at a time. The order of succession was to be

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<sup>36</sup> University of Cincinnati Record, Ser. 1, V. 9, No. 3, pp. 8, 10-11, 16-25. Cincinnati: University of Cincinnati, 1913.

<sup>37</sup> Fourteenth Annual Report of the Directors of the University of Cincinnati, p. 21. Cincinnati: Wilstach, Baldwin and Co., 1885.

<sup>38</sup> Record of Minutes, University of Cincinnati, 1883-1891, V. 3, p. 166.

<sup>39</sup> Ibid., pp. 511-512.

determined by the number of years service at the University.<sup>40</sup>

This policy of changing heads each year was not satisfactory. It did not promote efficiency and advancement in the University. In fact, there was some discussion relative to closing the University as late as 1890 because of the lack of progress. At that time Dean W. O. Sproull began waging a battle for the removal of the University to Burnet Woods, and this conflict increased the interest in the institution and gave new impetus to University progress. With the removal to Burnet Woods there was real opportunity for advancement,<sup>41</sup> nevertheless the policy of changing heads each year was continued for some time.

Removal to Burnet Woods.--The will of McMicken provided that the grounds of the McMicken Homestead should be used for the site of the colleges and that adjoining tracts might be purchased, but no provision was made for locating the school at some other place. Nevertheless by 1889 the situation had become sufficiently serious so that consideration was given to the

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<sup>40</sup> Record of Minutes, University of Cincinnati,  
1883-1891, V. 3, p. 520.

<sup>41</sup> Sanford Brown, Interview, May 10, 1934.

moving of the University to a new location. The city growth and industrial expansion toward the McMicken grounds had made this site unsuitable for a progressive, modern university which needed a different environment for the best educational work. Heirs of McMicken objected to removal. This gave rise to what has been called the "University Case".<sup>42</sup>

The south end of Burnet Woods was selected as a suitable site for the University. The city council by ordinance of October 3, 1889<sup>43</sup> offered forty-three acres for University purposes, provided the Board would build certain roads, lay out the grounds satisfactorily and plant trees. The buildings were to be constructed within three years. The rest of Burnet Woods was to be left for a park, open forever to the public.

The city council sought authority for removal of the University to Burnet Woods. The issues set forth by the council in the case which was carried into the courts were:

1. It was held that the desire of the testator was to found a college of the highest character, but

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<sup>42</sup> City of Cincinnati et al. vs. Andrew McMicken et al. Opinion and Decree, Hamilton County Circuit Court, No. 1136, pp. 2-22.

<sup>43</sup> Ordinances of the City of Cincinnati, 1889, V. 22, p. 399.

- not to restrict the location perpetually to one spot.
2. Such a devise was a gift to the general public.
  3. If the trustees removed the University, they would be authorized to lease the present site.
  4. Under the act of April 16, 1870,<sup>44</sup> the city had the right to appropriate for University use "any public ground of the city, not specifically appropriated, or dedicated by ordinance for any other purpose."
  5. Action was instituted under Section 6202 of the Revised Statutes to obtain the opinion and the direction of the court as to the removal of the University.

The defendants, Andrew McMicken et al., claimed that the McMicken site was no more unsuitable in 1889 than when the will of Charles McMicken was made. It was further claimed that the provisions of the will had not been carried out and that the property had reverted to the heirs.

Witnesses in the case included professors from the University who testified that a college environment should be quiet, easy of access, light, free from noises, cheery, and attractive to the eye. They gave evidence to prove that the McMicken site did not meet these requirements. As Mr. McMicken wanted a college of the highest character and provided for the purchase of more land, the plaintiffs argued that removal "is necessary to carry out the will." They held that they were taking

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<sup>44</sup> Ohio Laws, 1870, V. 67, pp. 86-88.

the point of view they believed the donor would take if living under the changed conditions. They believed the University and not the location was paramount.

The defense declared that since Burnet Woods was purchased by citizens, both white and colored, it could not be used exclusively as a college site for white students, as provided by the will of Charles McMicken. They stated also that the Bible could not be used as a textbook in a publicly owned university, and to eliminate the Bible would be to violate the will for McMicken specifically provided that the Bible was to be used as a book of instruction in the colleges founded with the McMicken funds.

The Circuit Court, after hearing the evidence, ruled that:<sup>45</sup>

1. Burnet Woods, or other suitable site, may be used for the University, rather than the present location.
2. McMicken funds may be used for buildings on a new location.
3. If the University is removed, the McMicken property may be leased, or buildings may be erected on it for other purposes.

The defendants appealed the case to the Ohio Supreme Court, and final disposition was made in January, 1893.

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<sup>45</sup> City of Cincinnati et al. vs. Andrew McMicken et al., Opinion and Decree, Hamilton County Circuit Court, No. 1136, pp. 2-22.



The Supreme Court confirmed the decision of the lower court, and further adjudged that the McMicken heirs would be enjoined forever from asserting any title or interest adverse to the city.<sup>46</sup> Thus after many years of litigation the McMicken heirs were compelled to relinquish any claims to that portion of the estate which the city of Cincinnati had secured for educational purposes.

Authorization of Bond Issues.--Before the first building could be erected on the new site the state legislature had to give the city council authority to issue bonds for same.

After the University Case had been disposed of in the courts and removal to Burnet Woods was assured, the General Assembly, on April 20, 1893, again authorized a bond issue<sup>47</sup> for the erection of a building. Later the legal questions concerning bond issues were handled by the city council, the Cincinnati Board of Education, and the Hamilton County Commissioners, authorization<sup>48</sup> coming from the votes of the people.

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<sup>46</sup> Supreme Court of Ohio, Mandate No. 3068.  
January 1893, p. 1.

<sup>47</sup> Ohio Laws, 1893, V. 90, pp. 269-270.

<sup>48</sup> "Bond Issue Backed by Council", University News, V. 26, No. 1 (October 1, 1927), p. 1.  
Cincinnati: University News.

Removal of the University.--The settlement of the University Case provided the necessary stimulus for a new era of development. This initiated a building program which included within a half decade McMicken Hall, constructed from the proceeds of a bond issue; also Hanna Hall, Cunningham Hall, and the Van Wormer Library, these being gifts of Henry Hanna, Briggs Cunningham, and Asa Van Wormer, respectively.<sup>49</sup>

The University of Cincinnati was authorized by legal act with the expectation that there would be a consolidation of certain educational trusts in the city. The city council was willing at all times to co-operate for the accomplishment of the objectives, and there was a consolidation of such interests as were directly under the control of the city authorities. The Woodward High School was used for the first university classes, but the ultimate consolidation of the educational interests was slow. Even the city board of education at times withheld the financial support it was supposed to give. The Cincinnati College which had become merely a law school and the Medical School both remained independent

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<sup>49</sup> Twenty-Eighth Annual Report, pp. 14-19.  
Cincinnati: Commercial Gazette, 1898.

until after the University was removed to Burnet Woods. These institutions had attained noteworthy recognition and the trustees of each were reluctant to consolidate with an institution that was not firmly established and which was opposed in many ways by both public and selfish private interests. There was apparently a feeling on the part of the trustees of these schools that the standing of their respective colleges might be lowered by consolidation with the University of Cincinnati and that they would lose more than they would gain. For that reason the desired consolidation of all educational trusts was delayed many years.

There was early co-operation between the Observatory staff and the university and among the earliest university graduates were those who received training at the Observatory. The Hebrew Union College likewise co-operated with the university even though a private institution, but until the removal to Burnet Woods and the expansion under a new impetus there was not a unified purpose toward the development of one municipal university embracing all phases of higher education.

The liberal arts school was the most prominent portion of the university during its struggling days from 1870 to 1895.

A chair of engineering was established in 1874,

but engineering was not kept on a par with the industrial development of the era until the university entered on its new period of expansion.

From 1870 to 1890 the university was struggling for precarious existence without any certainty of permanence. Public opinion had not yet shown itself wholeheartedly in favor of the university idea, though there were many individuals doing all they could to support and further the project. With the final settlement of the controversy concerning the McMicken heirs, and with the publicity given the institution by friends and foes when an attempt was made to give the university a permanent location, the people of Cincinnati became aroused and awake to the possibilities of this institution in their city. Many more friends became enlisted in its support. These were to have an important part in the period of progress that followed the removal to Burnet Woods.

## CHAPTER VI

### PERIOD OF RAPID EXPANSION -- 1895-1912

In the year 1895 the University was moved to the Burnet Woods site, and a new impetus was given to the building program. Public spirited citizens aided this by substantial donations, recognizing the value of an adequate municipal university to such a city as Cincinnati.

McMicken Hall.--McMicken Hall was the first building on the new site. Funds for this were secured partly from a bond issue, as related in the preceding chapter,<sup>1</sup> and partly from private donations. This structure, completed in 1895, had three stories and a basement, with a total of 1,300,000 cubic feet and a frontage of 186 feet. Recitation rooms, library, assembly hall, and gymnasium were included. Provisions were made for seminar rooms with departmental libraries in connection with

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<sup>1</sup> Twenty-Third Annual Report, Directors of the University of Cincinnati, p. 11. Cincinnati: Commercial Gazette, 1894.

classrooms.<sup>2</sup> McMicken Hall was used for the departments of English, history, psychology, and foreign languages.

Hanna Hall.--Hanna Hall, which was built and equipped with funds donated by Henry Hanna, was completed in 1896 and late that year was occupied by the chemistry and engineering departments of the University.<sup>3</sup> It was used for the departments of economics, philosophy, political science, and sociology.

Cunningham Hall.--Hanna Hall comprises the north wing of the University building. A south wing was next erected from funds donated by Briggs S. Cunningham. This became known as Cunningham Hall, and was used to house the departments of physics and mathematics. Mr. Cunningham not only offered to give \$60,000 for this purpose,<sup>4</sup> but took an active part in letting the contract.

Van Wormer Library.--This building, costing \$50,016, was completed in 1900.<sup>5</sup> The funds were secured from the

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<sup>2</sup> University of Cincinnati Catalogue, p. 12.  
Cincinnati: University of Cincinnati, 1896.

<sup>3</sup> Twenty-Fifth Annual Report, Directors of the University of Cincinnati, pp. 1-11, 31. Cincinnati: Commercial Gazette, 1896.

<sup>4</sup> Twenty-Eighth Annual Report, Directors of the University of Cincinnati, pp. 14-16. Cincinnati: Commercial Gazette, 1899.

<sup>5</sup> Ibid., pp. 17-19, 43. 1899.  
University of Cincinnati Record, Ser. 1, V. 28,  
No. 2, Pt. 2. Cincinnati: University of Cincinnati, 1932.

sale of Cincinnati Street Railway Company stock which Asa Van Wormer donated for the purpose. In making his gift he specified that the building should be dust proof and fire proof, that it was to have a stone outside marked "Van Wormer Library" and a stone inside marked "Erected with the money given by Asa Van Wormer, in memory of his wife Julia Ann Van Wormer and of himself," with the date of the erection of the building.

The Law School Building, 1903.--A temporary contract having been entered into in 1897 with Cincinnati College to unite the law school with the University, there was a greater interest manifested for a more adequate law building. For nearly seventy years the Law School occupied a building on Walnut Street which had been owned by the Lancaster Seminary and later by Cincinnati College. In 1902 this building was sold for \$50,000 and a new building on Ninth Street was begun, this being completed in 1903 at a cost of \$65,000 and dedicated October 17, that year.

The first floor of the new building provided offices, a stackroom, and reading room with a capacity of 300. On the second floor were the professors' room and three lecture rooms. In the basement were clubrooms and lockers.<sup>6</sup>

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<sup>6</sup>  
University of Cincinnati Record, Ser. 1, V. 14, No. 2, Pt. 10, p. 7. Cincinnati: University of Cincinnati, 1918.

The Technical School.--In 1901 the Cincinnati Technical School was transferred by its owners to the University and \$40,000 furnished to apply on the cost of a building to house the school. This was erected at the rear of Cunningham and McMicken Halls. Work was begun in 1901.<sup>7</sup> \$23,300 of city funds were used to complete the structure.<sup>8</sup>

The Building Program of 1909-1912.--In 1908 the committee on buildings and grounds recommended that the Directors petition the city council for a bond issue of one million dollars to erect an engineering building, a medical building, a gymnasium, a chemistry building, a power plant, dormitories, and to complete and equip McMicken, Cunningham, and Hanna Halls. The request was finally reduced to \$550,000, and a bond issue for that amount was approved for the erection and equipment of an engineering building, a power plant, and a gymnasium. These buildings were constructed during 1910-1911, costing the following sums: Engineering building and equipment, \$294,032; gymnasium and equipment, \$107,670; and power plant and equipment, \$148,297.

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<sup>7</sup>  
University of Cincinnati Catalogue, p. 184.  
Cincinnati: University Press, 1902.

<sup>8</sup>University of Cincinnati Record, Ser. 1, V. 9,  
No. 10, p. 15. Cincinnati: University of Cincinnati,  
1915.



The engineering building is 170 by 260 feet, built of ~~ferre~~-concrete with brick and terra cotta exterior, fireproof throughout. The main laboratory, 40 by 220 feet, was equipped with gas producers and gas engines, steam engines, steam turbines, air compressors, machines for testing materials, and different types of dynamos and motors. There was a large test floor for testing machine tools, hydraulic machines, steam engines, and electric machines; also separate laboratories for testing cement, for standardizing, and for photometry and telephony. In the sub-basement were maintenance and repair shops, heating and ventilating machines, and a laboratory for heavy machines. The first, second, and third floors were used for offices, drawing rooms, lecture rooms, and class-rooms. On the third floor was a library of 25,000 volumes.

The gymnasium was built 78 by 115 feet, with a projection in front 110 feet wide with an average depth of 25 feet. The gymnasium hall proper was 75 by 110 feet, fully equipped with apparatus and a running track of nineteen laps to the mile. There were rooms for trophies, sparring, wrestling, fencing, cloaks and hats, apparatus, lockers, and showers. On the basement floor a swimming pool was constructed 25 by 60 feet. The locker room had a capacity for 2400 lockers.

The power plant was equipped with three 300 horsepower Sterling water tube boilers, and two Skinner engines connected to Triumph generators aggregating about 400 horsepower. One of the steam boilers was constructed for a pressure of 225 pounds to the square inch, and provided with meters and pumps to be used for experiments. The plant was constructed to furnish heat and light for all buildings, contemplating an expansion of the University in the future. The floor space in engine room and boiler room and the chimney were made so that these would have capacity for twice the number of machines then installed.

Carson Field, named in honor of Dr. Arch I. Carson, an alumnus of the University, who was instrumental in starting the movement for such a field, was laid out in 1910, providing for a baseball diamond, a football field, and a quarter-mile track, twenty-four feet wide. A movement had already been started to erect a stadium.<sup>9</sup>

A new sixteen-inch refractor was purchased for the Observatory in 1903, which necessitated providing for another building to house the old Mitchel glass that had been in the possession of the Observatory since 1843.

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<sup>9</sup> University of Cincinnati Record, Ser. 1, V. 8, No. 6, pp. 1-4, 11-13. Cincinnati: University of Cincinnati, 1912.

This was the nucleus for a building completed in 1912 which contained a library, auditorium, and turret for the telescope.<sup>10</sup>

Administrative Expansion in the University.--In the mean time the other evidences of progress were in keeping with the rapid expansion of courses, and with the stimulated interest in the University there was less reluctance on the part of other educational interests in the city to unite with the University.

Committee on the Selection of a President, 1899.--<sup>11</sup>

The Board having been convinced that the employment of a full-time president, as was the policy at other universities, would give the University a better standing and promote its welfare, a committee was selected to find a man for the presidency. The committee included W. H. Taft, O. H. Kuhn, F. J. Jones, E. W. Hyde, and C. A. L. Reed. After making a thorough canvass of the entire country the committee recommended Professor Howard Ayers (Ph. D., Freiberg) of the University of Missouri and recommended also that he be paid an annual salary of \$5,000.

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<sup>10</sup> University of Cincinnati Record, Ser. 1, V. 9, No. 3, p. 8. Cincinnati: University of Cincinnati, 1913.

<sup>11</sup> Record of Minutes, University of Cincinnati, 1898-1903, V. 5, pp. 77-353.

The recommendation was satisfactory to the Board, but it was found necessary to fix the salary at \$6,000 to secure the services of Professor Ayers.

The committee on the presidency had been asked to make recommendations regarding the duties and authority of the president and their report included the following:

1. The President shall be ex-officio a member of each faculty and shall have the right to attend and to preside over any faculty meeting.
2. The President shall have the right to nominate the deans.
3. The President shall have the right to attend meetings of the Board and to address that body.
4. The President shall have the exclusive right to transmit communications from the faculty or any faculty member to the Board.
5. The President shall have the right to recommend vacation of any position on the faculty.
6. The President shall have the exclusive right to nominate faculty members except in so far as it is inconsistent with present contracts.
7. The President shall have the ultimate authority in all matters of discipline.
8. The President shall have the right to advise upon all matters pertaining to expenditures.
9. The President shall have control over all employees.

The report covering rights and duties of the President was satisfactory to the Board, but because of existing contracts with affiliated schools, this had to be submitted to the Medical and Law faculties and to the Trustees of Cincinnati College for approval. The Dean of the Law Faculty reported that the Law School accepted the first, fourth, and seventh; that the second, fifth, and sixth could not be permitted under the contract with

Cincinnati College; that the third and eighth would not apply to the Law School; and that the ninth could only apply to the lecture rooms and the library for the Cincinnati College had contracts with the janitors. The Medical College approved all provisions except those that would conflict with the contract made with the University in 1896.

Reorganization of the Faculty.--One of the first acts of Ayers was to reorganize the faculty. He recommended that fifteen members of the faculty be retired, three instructors and three professors retained, and twenty-two members added. The Board voted eleven to one in favor of the plan, two members not voting.

This surprising action resulted in a citizens' committee, headed by A. Hickenlooper, appearing before the Board and asking that the deposed faculty members be given an opportunity to be heard in their own defense, but the Board would not reopen the case.<sup>12</sup>

Dismissal of President Ayers.--The radical change in the faculty in the early days of his administration resulted in a very unpleasant factional fight in the city, with strong opposition to Ayers. The element opposed to

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<sup>12</sup>Record of Minutes, University of Cincinnati, 1898-1903, V. 5, pp. 77-353.

him gradually gained strength until the Board recognized that his services were no longer desirable and in 1903 voted to end his regime July 1, 1904.<sup>13</sup>

Committee on Selection of a President, 1903.--

November 16, 1903 a committee representing the Academic, Medical, and Law faculties was selected by the University Board to choose a new man for the presidency. On the recommendation of this committee, President Charles William Dabney of the University of Tennessee was unanimously elected to succeed Ayers.<sup>14</sup>

General Changes in Policy after 1900.--There had developed a trend in American colleges to permit students to largely decide for themselves what studies they would pursue. This extreme liberality became recognized as a weakness which should be corrected. A reform plan gained ground which was known as the "concentration and distribution" method whereby students were required to take considerable work in a major field, and have the rest of their work well distributed. The purpose was to insure mastery in one field and the sampling of other fields of knowledge.<sup>15</sup>

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<sup>13</sup> Record of Minutes, University of Cincinnati, 1903-1906, V. 6, p. 111.

<sup>14</sup> Ibid., p. 139.

<sup>15</sup> W. T. Foster, Administration of the College Curriculum, pp. 159-199. Boston: Houghton Mifflin Co., 1911.

Beginning with the year 1900-1901, all courses in the Academic Department of the University were made elective. Students were required to devote half their time in a major and two minors, and courses could be selected from not more than five fields. No student was permitted to elect more than eighteen hours or less than twelve hours a week. Two and one-half hours of laboratory work were considered as equivalent to an hour of recitation. It was possible for a student to take the combined academic and law programs in five years.<sup>16</sup>

In 1900 the Liberal Arts College had an enrollment of 430, with seventy-two in the graduating class.<sup>17</sup> The more rigid requirements then tended to prevent rapid growth for a time. In 1910 there were 469 students, sixty-seven of these being awarded the A. B. degree.<sup>18</sup>

In 1906, the University of Cincinnati, under President Dabney, adopted a more restrictive plan with reference to courses. The same year the College of Liberal Arts was reorganized, following the establishment of the College of Engineering, the College for Teachers, and the

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<sup>16</sup> University of Cincinnati Catalogue, pp. 48-49.  
Cincinnati: University of Cincinnati, 1900.

<sup>17</sup> Thirtieth Annual Report, Board of Directors, p. 60.  
Cincinnati: University Press, 1900.

<sup>18</sup> University of Cincinnati Record, Ser. 1, V. 6,  
No. 9, p. 34. Cincinnati: University of Cincinnati,  
1910.

Graduate School. After this the College of Liberal Arts was left free to work in the direction of general education.

### Curriculum

From the beginning, the University Board of Directors aimed to have an institution which would offer many subjects so that students might choose courses according to their needs.<sup>19</sup> That was the early objective, but it took many years to develop an institution which would furnish the wide range of instruction that was desired.

The faculty of 1873-1874 outlined programs leading to A. B., B. S., and C. E. degrees.<sup>20</sup> Gradually the courses were expanded as affiliations were made with colleges already established in the city. By 1896 affiliations were arranged with the medical, law, and dental colleges. President Ayers announced a great expansion of the program of the academic department during the school year 1900-1901. A summer school was organized during the summer of 1900 which aided students in making progress toward degrees. Most of the courses were made elective, during both the summer and the regular year, thus permitting students to choose subjects

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<sup>19</sup> Record of Minutes, University of Cincinnati, 1859-1876, V. 1, pp. 312-322.

<sup>20</sup> Circular of the University of Cincinnati, pp. 3-20. Cincinnati: University of Cincinnati, 1875.



in which they were interested.<sup>21</sup>

New Requirements in 1899.--President Howard Ayers, in addition to his drastic changes in faculty personnel, inaugurated a new era in the admission of students.

Under his plan, which did not vary greatly from that of other universities of the time, a high school inspector made out a list of accredited high schools, graduates from which would be admitted to the University without examination. Fourteen units were required for admission, the prescribed subjects and the number of units in each being:

English, 2  
Mathematics, 2  
Latin, Greek, German, or French, 2  
History, 1  
Science (Physics, Chemistry, Botany, or Zoology), 1

A candidate's certificate of credits could include a maximum of the following number of units in the subjects indicated:

Latin, 4  
Greek, 3  
English Composition, 1  
English Literature, 2  
French, 2  
Spanish, 1  
Algebra,  $1\frac{1}{2}$   
Geometry,  $1\frac{1}{2}$

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<sup>21</sup>University of Cincinnati Catalogue, pp. 66-67, 130-131, 155-184. Cincinnati: University of Cincinnati, 1902.

Trigonometry,  $\frac{1}{2}$   
Physics, 1  
Chemistry, 1  
Zoology,  $\frac{1}{2}$   
Botany,  $\frac{1}{2}$   
Physiology,  $\frac{1}{2}$   
General History, 1  
Greek and Roman History,  $\frac{1}{2}$   
American History  $\frac{1}{2}$

In most respects the Cincinnati plans for both admission and graduation, as advocated by President Ayers, were mapped out in the spirit of the then ascendant "elective system" in American colleges.<sup>22</sup>

President Dabney was later responsible for further changes in the requirements for admission and graduation, these being adjusted to conform with the trends in other universities.

Curricular and Scholastic Adjustments after 1904.--

To better meet the needs of the students, and to insure a larger value to graduates from their educational work, more distinctly separate schools and colleges were developed, beginning in 1905. The Dabney administration brought about several changes in the scholastic requirements. A modified group system of selecting courses was submitted for the free elective plan, which was soon abandoned by

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<sup>22</sup>  
R. A. Kent, Higher Education in America, p. 412.  
Columbus : Ginn and Co., 1930.

other universities in the United States.<sup>23</sup>

Greater efficiency in work was prompted, and more was required of students. Freshmen were expected to take a year of English, a year of science, and a course in either philosophy or psychology.<sup>24</sup> If a student was absent from a class ten per cent of the time he would automatically fail. Failing in half the work of a semester would put one on probation, while failing in half the work a second term was cause for dismissal from the University. The term "irregular" replaced the term "special" and was applied to a student carrying less than twelve hours of work.<sup>25</sup>

Admission in 1906.--In 1906, the Cincinnati University, in conformity with the policy of other universities, raised the entrance requirements, and still further demands were made in later years. After June 1, 1906, students had to be at least sixteen years of age and were required to have completed sixteen units of high-school credit in an approved high school before

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<sup>23</sup>W. T. Foster, Administration of the College Curriculum, Ch. X. Boston: Houghton Mifflin Co., 1911.

<sup>24</sup>University of Cincinnati Record, Ser. 1, V. 3, No. 3, p. 82. Cincinnati: University Press, 1906.

<sup>25</sup>Ibid., No. 1, p. 45.

entering the College of Liberal Arts. The following credit units were prescribed:<sup>26</sup>

English, 3  
Mathematics (Algebra, 1; Geometry, 1), 2  
Science, 1  
History, 1  
Two languages -- Latin, 2 or 4; Greek, 2 or 3;  
French, 2 or 4; German, 2 or 4; an additional  
unit of English in case Latin and Greek are not  
presented.

The greatest number of units permitted in the various fields was:

English, 4  
Latin, 4  
Greek, 3  
French, 4  
German, 4  
Algebra, 2  
Geometry, 1½  
Trigonometry, 1  
Physics, 1  
Chemistry, 1  
Zoology, 1  
Botany, 1  
History (General, English, Greek and Roman, American), 3

Approved High Schools.--Not only were the admission requirements raised in 1906, in respect to high school credits, but the requirements for an approved high school were also modified to such an extent that the number of approved high schools in the vicinity of Cincinnati was reduced from forty-five to thirty-four. In 1907 the list was changed to include all high schools accredited

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<sup>26</sup> University of Cincinnati Record, Ser. 1, Vol. 1, No. 5, pp. 23-27. Cincinnati: University Press, 1904.

by the North Central Association of Colleges and Secondary Schools.<sup>27</sup>

Additional restrictions were placed on students in 1909. Absences were to be reported to the dean daily. One unreported unexcused absence resulted in a deduction of fifteen per cent from the final mark in a one-hour course, ten per cent in a two-hour course, five per cent in a three-hour course, four per cent in a four-hour course, three per cent in a five-hour course, and two per cent in a six-hour course.<sup>28</sup>

In 1908 the restrictions were changed, fixing the number of absences which would cause the student to fail: two absences in a one-hour course, four in a two-hour course, five in a three-hour course, seven in a four-hour course, nine in a five-hour course, and ten in a six-hour course.<sup>29</sup>

Changes were made from time to time thereafter in the student requirements and privileges for the purpose of making the University serve in a more practical way to promote the welfare of its students.

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<sup>27</sup> University of Cincinnati Record, Ser. 1, V. 4, No. 3, p. 73. Cincinnati: University of Cincinnati, 1907.

<sup>28</sup> "Deductions for Absences," University News, V. 4, No. 22, (April 4, 1906), p. 6. Cincinnati: University Press.

<sup>29</sup> University of Cincinnati Record, Ser. 1, V. 5, No. 3, p. 98. Cincinnati: University Press, 1908.

Requirements in 1909.---Effective September 1, 1909, the following changes were made in the admission and registration requirements in the College of Liberal Arts:<sup>30</sup>

1. The entrance examination period was extended from five days to six.
2. The entrance requirement in English was reduced from four units to three.
3. The entrance requirement in foreign language was reduced from four units to three.
4. Science was dropped from the entrance requirement.
5. One-half unit in United States History was added to the list of entrance subjects.
6. A student deficient in not more than two units could be admitted on condition.
7. Freshmen were required to take three hours of physical education while sophomores were required to take two hours in that subject, exceptions being made in law, medicine, and theology.

Major Changes in the University, 1904-1906.---A

number of changes were made in the University on the recommendation of President Dabney. One was the establishment of the College for Teachers with a committee in charge consisting of the President of the University, the Superintendent of Schools of the city, the Chairman of the Committee of the Board of Directors on the Academic Department, and a member of the city Board of Education. The College was organized with the co-operation and financial support of the Board of Education. W. P. Burris was made the first dean.

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<sup>30</sup>University of Cincinnati Record, Ser. 1, V. 5, No.3, pp. 70, 95. Cincinnati: University Press, 1909.

The engineering faculty was separated from the faculty of the Academic Department, and the College of Engineering was organized with Thomas Evans dean.<sup>31</sup>

The Graduate School was created and J. E. Harry was installed as dean of this new school.<sup>32</sup>

Law Instruction at the University.--A new attempt was made in 1892 to unite Cincinnati College with the University, but the action was stopped by a court decision. Legal action having failed to result in a merger, a law department of the University was created in 1896.<sup>33</sup> Thereupon the Trustees of Cincinnati College took the initiative in attempting to bring about a merger of the Cincinnati Law School and the newly created Law department of the University. This was accomplished in 1897, forming the College of Law of the University under a ten year contract. The principal provisions of the contract were:<sup>34</sup>

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<sup>31</sup> Record of Minutes, University of Cincinnati, 1903-1906, Vol. 6, pp. 382, 561.

<sup>32</sup> Ibid., p. 590.  
University of Cincinnati Record, Ser. 1, V. 4, No. 2, p. 13. Cincinnati: University Press, 1907.

<sup>33</sup> Statutes and Ordinances, By-Laws of the Board of Directors, pp. 32-33. Cincinnati: University of Cincinnati, 1897.

<sup>34</sup> Ibid., pp. 34-36.

1. Cincinnati College was to pay the city treasurer its income above that required for debts and the library.
2. Degrees were to be granted by the Board of Directors of the University and the Trustees of Cincinnati College.
3. The Board of Directors was to have the use of the Cincinnati College building for ten years and was to pay the College \$1000 per year.
4. Any member of the faculty might be removed by the Board, concurred in by the Trustees of the College. The Faculty had the right to recommend persons who might be added to said faculty.
5. Jacob D. Cox was to be added to the faculty for five hours of instruction, either academic or law, and Henry A. Morrill was to give two hours of instruction.
6. Compensation of faculty members was to be at a certain uniform rate per hour.
7. Tuition was to be at the rate fixed by the Directors upon the recommendation of the faculty.

Admission to the Law School.--In 1900 only five of the law schools in this country required high school graduation for entrance, and only two required any college work in addition.<sup>35</sup> The Cincinnati Law School was one of the five requiring high school graduation, but did not demand any college work before entrance to the Law School.<sup>36</sup>

The merger of the Cincinnati College and the University law department continued until 1911, when Cincinnati College again became independent. A new merger was effected in 1918 which has continued.

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<sup>35</sup> E. G. Dexter, History of Education in the United States, p. 325. New York: Macmillan Co., 1904.

<sup>36</sup> University of Cincinnati Catalogue, p. 182. Cincinnati: University of Cincinnati, 1900.



The Medical College, 1896-1912

Status of Medical Education in the Nineteenth  
<sup>37</sup>  
Century.--At the close of the Revolution there were about three thousand practicing physicians in the United States, but it is not believed that more than four hundred held medical degrees. In 1800 there were four medical schools in America. This number had increased to sixty-six by the year 1860. The stress of the Civil War caused twenty of these medical schools to suspend operations, but the number increased rapidly after the war. By the close of the century there were one hundred sixty.

Among these colleges was the Medical College of Ohio, which had been chartered January 19, 1819.<sup>38</sup> An agreement was entered into in 1896 to unite this college with the University of Cincinnati.<sup>39</sup>

New regulations were announced when this merger was completed. It was provided that medical students

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<sup>37</sup> E. G. Dexter, History of Education in the United States, pp. 137, 331-333, 337. New York: Macmillan Co., 1904.

R. A. Kent, Higher Education in America, pp. 281-287. Columbus: Ginn and Co., 1930.

<sup>38</sup> Ohio Laws, 1819, p. 169.

<sup>39</sup> Record of Minutes, University of Cincinnati, 1892-1893, V. 4, pp. 366-368.

should be not less than twenty-one years of age, who would qualify for entrance by one of three plans: (1) pass an examination in physiology and in the elementary school subjects, (2) graduate from high school, (3) secure a teacher's certificate.

The requirements for graduation, as announced that year, were:

1. Completion of four years' work (the first two being omitted by those who possessed an A. B., a B. S., a D. D. S., or a pharmacy diploma).
2. Completion of practical anatomy under a demonstrator to the extent of having made a dissection of at least two regions of the body.
3. Attendance at not less than one case of labor under the professor of obstetrics.
4. Clinical hospital instruction of at least two years.
5. Successful passing of the prescribed examinations.<sup>40</sup>

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Merger of Miami and Ohio Medical Colleges.--There was an awakening interest in the importance of high medical standards for the welfare of the public, and states took action to uplift the standards by imposing certain requirements on the schools which were chartered to grant medical degrees.

The Miami Medical College continued as a separate organization, but the combining of this institution also with the University had long been one of the aims. In

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<sup>40</sup>  
Catalogue of the University of Cincinnati, pp. 125-128. Cincinnati: University of Cincinnati, 1896.

<sup>41</sup>  
Record of Minutes, University of Cincinnati, 1906-1910, V. 7, pp. 291-446.

1905 the Miami Medical College was asked to send a committee before the Board of Directors of the University to consider amalgamation with the Medical College of Ohio.<sup>42</sup> In 1908 the faculties of the Ohio Medical College and Miami Medical College agreed to resign as a forward step in bringing about the desired merger which would unite the resources of the two institutions, and make possible the development of a stronger medical college in connection with the University. The new college, organized in 1909, became known as "The Ohio-Miami Medical College of the University of Cincinnati."<sup>43</sup>

Requirements at the Medical College, 1909.--The reorganized Medical College, to conform with the Ohio laws pertaining to medical schools, announced the following requirements:

To enter the Medical College a student had to possess one of the following:

1. An A. B., B. S., or equivalent degree from a reputable college.
2. A diploma from a first grade high school, normal school, or seminary.

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<sup>42</sup> Record of Minutes, University of Cincinnati, 1903-1906, Vol. 6, p. 475.

<sup>43</sup> University of Cincinnati Record, Ser. 1, v. 16, No. 5, p. 70. Cincinnati: University of Cincinnati, 1919.

3. A teacher's state life certificate.
4. A student's certificate of admission to a reputable college.
5. A certificate attesting completion of work in a first or second grade high school, provision being made with the State Examiner to make up the deficiencies; or
6. A statement of the State Examiner that the candidate has satisfactorily passed an examination in two years of Latin, three years of English, civics and American history, algebra to quadratics, plane geometry, physics, and another science (botany, zoology, chemistry, or physical geography).

To secure the M. D. degree it was necessary to complete a four-year program. A maximum of one year could be taken in a liberal arts college, provided the latter had been approved by the Federation of Examining and Reciprocity Boards. Attendance at eighty per cent of the scheduled appointments and a mark of seventy-<sup>44</sup>five per cent were required for graduation.

#### The College of Engineering and Commerce

Although engineering as an art of construction originated in ancient times, the first engineering school was established in France in 1748. The first engineering instruction in America was connected with the United States Military Academy, beginning in 1802.<sup>45</sup>

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<sup>44</sup> University of Cincinnati Record, Ser. 1, V. 6, No. 3, pp. 225-231. Cincinnati: University Press, 1909.

<sup>45</sup> R. A. Kent, Higher Education in America, pp. 192-195. Columbus: Gin and Co., 1930.

The rising demand for improved means of production, transportation, communication, and public works essential to urban conditions increased interest in engineering and instruction/led to such courses being started in various colleges and universities and the establishment of engineering schools.

Engineering at the University of Cincinnati, 1874-1903.--Cincinnati was a city of extensive industrial and commercial interests when the University came into existence and it was only natural that attention should have been given at the time to engineering work in the municipal university of this progressive city. It was the hope that the university should promote the welfare and meet the needs of all the people and that the courses taught would be as extensive as possible so that both academic and occupational instruction might be enjoyed by the students.

A chair of civil engineering was established at the University in 1874,<sup>46</sup> and while changes were made in courses offered, the institution was not sufficiently prosperous to keep its engineering courses on a par with the industrial development of the era.

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Fourth Annual Report, Directors of the University of Cincinnati, p. 4. Cincinnati: Times Job Printing Establishment, 1874.

Admission to Engineering, 1899.--Those who wished to take work in engineering were required to have completed courses with the number of units credit, as follows:<sup>47</sup>

Mathematics, 2  
English, 2  
French, German, or Spanish, 2  
Science (Physics, Chemistry, Botany, or Zoology), 1  
History, 1  
Electives, 6

The entrance requirements for the Engineering School differed from those of the Academic Department in that Greek and Latin could not be used as entrance subjects while Spanish could be so used. The assumption was that Greek and Latin would be of little value to an engineer, whereas Spanish might be of some benefit.

With the founding in 1904 of a separate College of Engineering the important developments of engineering instruction at the University begin.<sup>48</sup>

The Cincinnati Technical School.--Before the College of Engineering became a reality, interest in industrial and manual training became so strong in Cincinnati that the Cincinnati Technical School was organized to give

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<sup>47</sup>R. A. Kent, Higher Education in America, p. 412. Columbus: Ginn and Co., 1930.

<sup>48</sup>Record of Minutes, University of Cincinnati, 1903-1906, V. 6, pp. 53-110, 504-615.

instruction to secondary pupils. This was started in 1886, occupying a part of Music Hall. In 1901 the Board of Directors of the University was induced to look after the Technical School, but could not absorb the school as the University had no authority to give secondary instruction. A special building was constructed, and the University Board continued to co-operate in the management until 1909, when technical training was made a part of the public school curriculum of the Cincinnati schools. With the introduction of technical training into the public schools of the city there was no need for a separate building in which secondary technical instruction might be given. The University College of Engineering having grown until it needed more adequate quarters this was moved into the Technical School building where it remained until transferred to Baldwin Hall in 1912.<sup>49</sup>

The Co-operative Movement.---Herman Schneider, who came to the University faculty in 1903, was responsible for the adoption of co-operative plans in connection with the Engineering School, the purpose being to give classroom instruction and practical application in actual work done in industrial plants of the city. Under this arrangement the popularity of the engineering college

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<sup>49</sup>

Herman Schneider, Interview, October 17, 1932.

increased rapidly. The policy was inaugurated in 1906, and after three years of modification and experimenting, it had proven to have sufficient merit to be continued. Students were given the privilege of taking either the regular four-year course without co-operative activity, or taking a longer period course with co-operative work in the local plants.

The Movement for Collegiate Business Education.--

As early as 1869 President Robert E. Lee of Washington College proposed the establishment of a college of commerce, but his idea was not carried out, probably on account of his death the next year. The first school of this nature, actually granting degrees, was the Wharton School of Commerce and Finance, of the University of Pennsylvania. Even though the value of such institutions was recognized their numbers increased slowly until after 1900, but by that time the place of the college schools of commerce was assured.

After 1880 the sciences were being applied to production. The period of cost-accounting literature and the era of trusts as a means of securing economy likewise arose after 1880. These conditions made the apprenticeship system give way to scientific management of marketing. Consequently, the only type of institution adequately prepared to supply the need was of collegiate



<sup>50</sup>  
grade.

Origin and Development of the Cincinnati College of Commerce.--By 1906 leading citizens of Cincinnati were convinced that there should be an adequate institution in the city giving advanced commercial instruction. The movement for such a school was also furthered by the Cincinnati Chapter of the American Institute of Bank Clerks. Furthermore, President Dabney of the University advanced three arguments in favor of a College of Commerce in connection with the University; (1) that Cincinnati needs trained men since it is a great manufacturing city, (2) that training is needed to compete with other cities, and (3) several other large universities have colleges of commerce. Dabney stated that his aim was not a mere business school at the University, but a higher school of commerce granting degrees. The University Directors, in 1906, decided to open such a college <sup>51</sup> whenever funds were available.

Because of financial reasons the University Board could not establish the College of Commerce, so the need was temporarily met by a group of private citizens, who,

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<sup>50</sup>R. A. Kent, Higher Education in America, pp. 78-84. Columbus: Ginn and Co., 1930.

<sup>51</sup>University of Cincinnati Record, Ser. 1, V. 2, No. 12, pp. 3-14. Cincinnati: University of Cincinnati, 1906.

in 1906, founded the Cincinnati College of Finance, Commerce and Accounts. In 1912 this was taken over by the University,<sup>52</sup> operated as an evening school for a short time, then it was transferred into a four-year institution granting the degree of Bachelor of Commercial Science. The new college offered work preparing for the Certified Public Accountant examination, along with related courses in accounting, commerce, finance, and also courses in foreign language.<sup>53</sup>

Admission to Evening Academic Classes.--The evening classes were started in the University to give persons employed during the day an opportunity to improve themselves culturally so far as their abilities would permit.

The general policy in 1912 for admission to the evening classes was to require students to pass an examination or submit a certificate of credit from an approved high school.

However, special arrangements were made for persons more than twenty years of age who had not completed high school. These special students were required to pass a satisfactory examination in English composition and to

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<sup>52</sup> University of Cincinnati Record, Ser. 1, V. 9, No. 10, pp. 9-10, 1913.

<sup>53</sup> Ibid., Ser. 1, V. 9, No. 6, pp. 8-20, 1913.

satisfy the instructors that they were prepared to enter the course they wished to pursue. Students could be admitted as auditors, provided they satisfied the instructors that they could profit by attending classes, but any person who desired to graduate at any future time had to meet the college entrance requirements.<sup>54</sup>

Admitting adults on the basis of what it was believed they could do rather than on the basis of a certain number of courses completed was a phase of the municipal university idea of democratization of higher education.

The Teachers College.---One of the reasons for the public support of the University of Cincinnati was the rapid development of the public school system of the city and the recognition that the University could serve a valuable purpose in training teachers for the Cincinnati schools.

In 1879 a course in pedagogy was started by the academic faculty. Once a week instruction was given in the history of education and the theory of teaching, based on Bain's Education as a Science, Spencer's Education, and Wartz's Allgemeine Paedagogik. Those who completed a two-year program, including academic and

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<sup>54</sup>  
University of Cincinnati Record, Ser. 1, V. 9, No. 4, pp. 4-6. Cincinnati: University of Cincinnati, 1913.

pedagogical courses, together with a thesis, were granted diplomas, stating their qualifications to teach. Diplomas were granted in six fields: ancient language, history and philosophy, mathematics, modern language, physical science, and natural science.<sup>55</sup> The courses were similar to those in normal schools of that period.<sup>56</sup>

The academic department of the University continued to give attention to educational subjects, but no outstanding progress was made toward the organization of a teachers college until after the beginning of the twentieth century.

In 1902 two faculty members were giving courses in education and psychology. Professor Charles H. Judd offered courses in physiological and experimental psychology, a laboratory course in psychology, research in psychology, philosophy of the mind, principles of education, educational classics; conferences on method, history of education, school hygiene, school organization and management, and educational psychology during the regular year and the summer session. Professor Samuel Weir offered courses which covered some of the same

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<sup>55</sup> Catalogue of the University of Cincinnati, pp. 29-30. Cincinnati: Office of the University, 1880.

<sup>56</sup> R. A. Kent, Higher Education in America, p. 162. Columbus: Ginn and Co., 1930.

work as Professor Judd, and in addition courses dealing with school systems, including American and foreign systems, methods, history of American schools, and educational classics. Two four-year programs leading to certificates and degrees were offered. Education could be used as a major or a minor on the A. B., A. M., and Ph. D. programs.<sup>57</sup>

Doubtless the growth of teachers colleges in other universities, beginning with Teachers College at Columbia in 1888, influenced the establishment of the College for Teachers at Cincinnati. It had been demonstrated that such colleges could be successfully conducted as a unit of established universities, and there was a desire to make the University of Cincinnati function as efficiently as possible in promoting educational welfare, so the next step in the education department was the development of a teachers college.

Inauguration of the College for Teachers.--In 1905 President Dabney submitted a plan for the establishment of a College for Teachers in co-operation with the city Board of Education. The final agreement contained the following provisions:

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<sup>57</sup> University of Cincinnati Catalogue, pp. 130-131, 155-168. Cincinnati: University of Cincinnati, 1902.

1. The prescribed courses for prospective elementary teachers were to be educational psychology, history and principles of education, theory and practice of teaching, and special treatment of English, history, mathematics, drawing, music, writing, and physical training.

2. The staff was to consist of a dean and professor of history and principles of education, an assistant professor of history and principles of education, a professor of elementary education, an assistant professor of elementary education and critic teacher, the professor of psychology in the College of Liberal Arts to serve as professor of educational psychology, teachers of special method in elementary education, and the city supervisors of drawing, art, music, physical training, and writing.

3. The 1908 budget of \$10,000 was to include \$3,100 for the dean's salary, \$1100 for the assistant professor of history and principles of education, \$3000 for the professor of elementary education, \$1800 for the teacher of special methods, and \$100 for a contingent fund.

4. The superintendent of the city schools was to appoint teachers of special methods at salaries not to exceed \$1800 beginning in 1907 and an assistant professor of history and principles of education at \$900, to be paid by the Board of Education after January 1, 1908.

5. The University Board was to provide instruction in the College for Teachers for elementary education as the Board of Education might prescribe. The latter was to employ and pay the faculty except those in other departments of the University.

6. A committee consisting of the President of the University, the Superintendent of Schools, a member of the Board of Education or Chairman of the Academic Committee of the Board, were to supervise the professional work, determine the credit value, and recommend the number of instructors.

7. The agreement might be dissolved after two years' notice by either board.<sup>58</sup> The agreement went into effect in 1905, the new college being formally opened November 21, with W. P. Burris as dean.<sup>59</sup>

It was the expectation that teachers should be trained for the secondary schools as well as for the elementary schools but no provision was made for a professor of secondary education, for it was then considered that the training of secondary-school teachers consisted primarily in giving instruction in academic subjects.

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<sup>58</sup>  
Record of Minutes, University of Cincinnati, 1906-1910, V. 7, pp. 105-107.

<sup>59</sup>  
University of Cincinnati Record, Ser. 1, V. 2, No. 8, pp. 5-7. Cincinnati: University of Cincinnati, 1906.

Under the co-operative arrangement the city schools served as a laboratory for the College while the latter aided the schools by advice and the training of teachers. <sup>60</sup>

Programs for Teachers, 1905-1906.--Four distinct programs were offered during the year 1905-1906. These were for kindergarten, elementary, secondary, and special teachers in fine arts, music, manual training, home economics, and physical education. Each program outlined covered four years, including liberal arts courses, general and special courses in education, and observation and practice teaching. The needs of the Cincinnati schools were given primary consideration.<sup>61</sup>

#### The Graduate School

During the colonial days and for many years thereafter, Americans who wished to secure the higher degrees were compelled to go to Europe for instruction. Indeed it was not until 1847 that any institution in America granted degrees beyond the baccalaureate. Yale was the first to offer graduate studies in 1847, but even with that institution a distinct graduate school was not organized until 1872. The development of graduate studies was

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<sup>60</sup> Record of Minutes, 1927-1930, V. 12, pp. 700-702.

<sup>61</sup> University of Cincinnati Record, Ser. 1, V. 2, No. 7, pp. 98-100. Cincinnati: University of Cincinnati, 1908.



slow until after 1900 when the lure of research had induced nearly all the larger universities to establish graduate schools.<sup>62</sup>

Status of Graduate Work at the University of Cincinnati before 1905.--Almost from its very beginning the University of Cincinnati gave attention to graduate activity. In 1877 two students met the requirements for the A. M. degree on the basis of studies pursued at the Observatory.<sup>63</sup> At that time the term "post-graduate" was applied to students who possessed a Bachelor's degree and were taking more advanced studies.<sup>64</sup> In 1890 the term "graduate study" replaced the former designation.<sup>65</sup>

The first Ph. D. degree granted by the University was conferred in 1886, following a graduate program completed at the Observatory, and a sixteen-page thesis written in long-hand on the subject "Our Knowledge of Comets." However, it was not until 1900 that graduate courses were formally organized. Work for the Master's and Doctor 's degrees was listed in the catalogue of

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<sup>62</sup> E. D. Dexter, History of Education in the United States, pp. 294-299. New York: Macmillan Co., 1904.

<sup>63</sup> Programme of the University of Cincinnati, pp. 77-78. Cincinnati: Office of the University, 1883.

<sup>64</sup> Eighth Annual Report of the Directors, p. 21. Cincinnati: Times Book and Job Printing Establishment, 1878.

<sup>65</sup> Programme of the Academic Department, p. 24. Cincinnati: Office of the University, 1890.

1900-1901.<sup>66</sup>

Immediately after the formal organization of graduate courses, twenty-nine students registered for such work, and by 1905 there were about fifty graduate students connected with the University.

The importance of such study, the interest in it, and the advantages which could be offered to graduate students in Cincinnati with its numerous cultural and economic institutions led to the founding of the Graduate School in 1906.

Formal Opening of the Graduate School.--November 16, 1906, known as "University Day," was a red letter day for the University of Cincinnati. On that day many institutions participated in the celebration of the formal opening of the Graduate School and the inauguration of J. E. Harry, (Ph. D., John Hopkins) as dean. President Dabney of the University spoke on this occasion, reviewing the history of graduate work at the institution up to that time. His statements may be summed up as follows:<sup>67</sup>

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<sup>66</sup> Sixteenth Annual Report of the Directors, p. 18.  
Cincinnati: Ohio Valley Co., 1887.

<sup>67</sup> University of Cincinnati Record, Ser. 1, V. 3, No. 4, pp. 3-32. Cincinnati: University of Cincinnati, 1907.

1. Graduate work had been carried on for many years, but with little equipment.
2. From 1875 to 1905 several honorary degrees were granted.
3. From 1875 to 1900 about a dozen students each year pursued Masters' programs.
4. There were graduate courses in nearly every department by 1900.
5. There were thirty graduate students in 1901-1902, and fifty-two in 1905-1906.
6. There had been 201 graduate students during the previous five years.
7. Thirty-four Masters' degrees in courses had been granted, and three Doctors' degrees had been conferred upon the completion of three years graduate study and a dissertation.

President Dabney said, in his address,

"The Graduate School had been a growth, not a creation. So far from being a forced growth, graduate studies began here, as in most of our older institutions, with little equipment and only such encouragement as overworked professors could give. The Graduate School is the result of a demand from students, chiefly our own graduates, which has grown steadily since the beginning of the University, thirty-two years ago."<sup>68</sup>

Dean Harry expressed his belief that the Graduate School would raise the standard of educational work in

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<sup>68</sup>University of Cincinnati Record, Ser. 1, V. 3, No. 4, pp. 9-17.

many states, contribute greatly to the sum of human knowledge, and confer many benefits on mankind. It was his aim to develop the work as rapidly as facilities would permit, and so conduct the School that those who secured degrees would be trained students of broad culture rather than narrow specialists.<sup>69</sup>

Requirements for Graduate Degrees, 1906.--On the theory that candidates for higher degrees should be students of outstanding ability, the Graduate School required not only a degree of Bachelor of Arts from the University of Cincinnati or other institution of substantially equal rank, for admission to the Graduate School; but also required that no work taken in absentia or before securing the Bachelor's degree could be counted toward a graduate degree. It was decided, further, that a mark of B would be the lowest accepted as a passing mark in graduate studies.

From its organization the Graduate School has stood for high standards of scholarship and its record has been one of the factors that makes the University of Cincinnati an outstanding institution today.

To encourage students of special ability to pursue advanced studies, a number of scholarships and fellowships

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<sup>69</sup> University of Cincinnati Record, Ser. 1, V. 3, No. 4, pp. 9-17.

were provided at the beginning. Additions to the faculty, inclusion of new fields of graduate study, increased library facilities, and improved laboratories made possible research activities of a high order.<sup>70</sup>

During the first decade after the Graduate School was organized the registration grew to about three times the number the first year and the degrees granted totaled eighteen Doctorates and one hundred eighty Masters.

These figures are of less importance than the contributions that were made to technical literature. The fame of the School had extended to all parts of America and to foreign countries through publications in mathematics, physics, chemistry, the classics, history, and other fields. Many of those securing degrees were called to important positions in colleges, research laboratories,<sup>71</sup> and the public schools.

Origin and Development of Summer Schools.--The summer schools in this country had developed since the Civil War, because of three fundamental reasons; the long summer vacations were not enjoyed by many people interested in school activities; there was a

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<sup>70</sup>  
University of Cincinnati Record, Ser. 1, V. 6, No. 4, 1910, pp. 9-10; Vol. 9, No. 10, 1913, p. 13; V. 10, No. 3, 1914, p. 10.

<sup>71</sup>  
Ibid., V. 11, No. 4, p. 51, 1915.

desire to use leisure time advantageously; there was a demand for the use of educational plants throughout the year.

The United States Commissioner of Education, in 1895, reported five classes of summer schools:

1. Schools that teach only a single branch of knowledge, such as ancient and modern languages, religion, philosophy, library economy, and natural sciences.

2. Schools of arts, such as drawing, industrial arts, manual training, music, and oratory.

3. Professional and normal schools, and schools of methods where the main idea was the training of teachers.

4. General schools where nearly all subjects were taught, the rest idea being combined with study.

5. Summer sessions at colleges and universities.

Harvard was the first university to adopt the summer school. This was in 1868. Amherst inaugurated a summer school in 1876, and other prominent institutions followed.

Chicago and Virginia are typical examples of institutions where the work is practically continuous throughout the year, which is divided into four quarters. Summer sessions have grown in importance until they fill an important place in educational economy.<sup>72</sup>

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<sup>72</sup>E. G. Dexter, History of Education in the United States, pp. 513-514, 535-536. New York: Macmillan Co., 1904.

The First Summer Sessions at the University of Cincinnati.--In 1883 certain members of the faculty were permitted to offer courses in physics, chemistry, and natural history for six weeks, beginning August 1. This, apparently, was the first summer work at the University, but did not constitute a regular summer session, and was not continued in the year immediately following.<sup>73</sup>

Soon after President Ayers came to Cincinnati he recommended that the academic year be divided into four terms, three regular terms and a summer session of six weeks.<sup>74</sup>

Ayers' plan was adopted and a summer session provided in 1900, with three objectives; (1) to permit students to continue their studies toward degrees; (2) to supply courses for teachers; (3) to enable graduates of unapproved high schools to qualify for college entrance.<sup>75</sup>

For this first regular summer session courses were offered in economic history, chemistry, English, French,

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<sup>73</sup> Record of Minutes, University of Cincinnati, 1883-1891, V. 3, p. 437.

<sup>74</sup> Twenty-Ninth Annual Report, p. 43. Cincinnati: Commercial Gazette, 1900.

<sup>75</sup> A Short Catalogue of the Academic Department of the University of Cincinnati, p. 69. Cincinnati: University of Cincinnati, 1900.

German, Latin, mathematics, physics, psychology, and biology.<sup>76</sup>

The work was expanded in 1901. Professors C. H. Judd and Samuel Weir were added to the faculty to give courses in pedagogy and methods including "principles of education," "school systems," "school organization and hygiene," and "conferences on methods." 135 students were enrolled for the 1901 summer session.<sup>77</sup>

The Board of Directors decided to discontinue the summer school after the summer of 1903.<sup>78</sup> This action seems to have been taken because of insufficient funds. The Law School tried a six-weeks summer school which was not considered successful. However, it was attempted a second year, then abandoned.<sup>79</sup>

Summer sessions were made a part of the regular university activity some years later and will be discussed in the following chapter.

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<sup>76</sup> Thirtieth Annual Report, Board of Directors, University of Cincinnati, p. 65. Cincinnati: University Press, 1901.

<sup>77</sup> University of Cincinnati Catalogue, 1902, pp. 155-156. Cincinnati: University Press.

<sup>78</sup> Ibid., 1903, pp. 159-175.

<sup>79</sup> University of Cincinnati Record, Ser. 1, V. 4, No. 2, p. 41. Cincinnati: University Press, 1906. Ibid., Ser. 1, V. 5, No. 1, p. 42. 1907.



### Summary

With the removal of the University to Burnet Woods the institution was given a permanent status. There was no longer any concerted movement for the abandonment of the project. The people of Cincinnati began to see the realization of the dreams of those who had labored for decades to give the city an adequate and practical university. Public spirited citizens rose to the support of the institution and contributed large sums for its expansion.

With the University given a new status real progress was made toward the uniting of educational trusts as had been proposed more than twenty years before removal to Burnet Woods. There was ample reason for other higher educational institutions to prefer an entirely independent existence so long as there were indications that the University of Cincinnati might cease to function. The School of Law and the Medical Schools had established noteworthy reputations and were naturally reluctant to join with an institution that was not entirely in favor among the home people and which was being poorly supported.

That situation was clarified with the removal of the University to a new site and with the public recognition of the value of the University to the city. Cincinnati citizens were thereafter ready and willing

to give wholehearted support to the ideal of making one institution function efficiently for the promotion of higher educational interests, the cultural development, and the training for better living of all the people. All educational interests and activities of the city came to center around the University, which, during its stage of rapid growth, became outstanding as a municipal educational institution.

## CHAPTER VII

### DEVELOPMENT AFTER 1912

The Building Program of 1912-1917.--A second bond issue, amounting to \$550,000, was approved in 1912, for a Chemistry building, a Women's building, the completion of McMicken Hall, and improvements on the Athletic field.<sup>1</sup> The Chemistry building and Women's building were ready for occupancy in 1917. The \$550,000 was sufficient to cover the cost of the buildings, provide \$35,000 which was expended on the stadium, and pay for improvements on the grounds, extending University Avenue and the driveway, at a total cost of \$32,000.<sup>2</sup>

The Medical Building. -- The Medical College building, completed in 1917, was made possible by a donation of \$250,000 by Mrs. Mary M. Emery, who made a proviso that

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<sup>1</sup> Record of Minutes, University of Cincinnati, 1910-1913. V. 8, pp. 368, 453, 587, 676, 678.

<sup>2</sup> University of Cincinnati Record, Ser. 1, V. 11, No. 3, p. 24. Cincinnati: University of Cincinnati, 1915.

Ibid., V. 13, No. 3, p. 11, 1917.

an equal amount be raised by the Endowment Fund Association, and also specified that the Medical building should be located near the City Hospital and connected with it by one or more tunnels.<sup>3</sup>

Cincinnati General Hospital.--The city of Cincinnati completed its general hospital in 1915 at a cost of four million dollars. The hospital, consisting of twenty-four interconnected buildings, was constructed on a plot of twenty-seven acres. While the hospital is not a part of the University, its medical staff, from the beginning, consisted entirely of members of the College of Medicine faculty; and the city charter of 1917 provided that both the Medical College and General Hospital would be under the supervision of the Board of Directors of the University.<sup>5</sup>

Special Arrangements for Housing Army and Navy Men.--During the World War the University contracted with the federal government to house approximately two thousand men. This necessitated the construction of barracks

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<sup>3</sup>Record of Minutes, University of Cincinnati, 1914-1918, V. 9, pp. 238-239, 340, 530, 599.

<sup>4</sup>University of Cincinnati Record, Ser. 1, V. 26, No. 2, Pt. 4, p. 31. Cincinnati: University of Cincinnati, 1930.

<sup>5</sup>Ibid., Ser. 1, V. 16, No. 5, p. 131, 1920.

and other temporary buildings at a cost of \$125,000.<sup>6</sup>

After the war these temporary structures were sold and removed from the campus, the net receipts being \$18,041.77.<sup>7</sup>

#### The Building Period, 1920-1936

The Men's Dormitory.--This is a Memorial Dormitory, completed in 1924, at a cost of about a quarter of a million dollars. The Board of Directors secured the money needed from the Endowment Fund Association.<sup>8</sup>

The Tanner's Research Laboratory.--The co-operative activity of the University in promoting industrial research led to the Tanner's Council of America providing \$110,000 for a laboratory building, which, when completed, was equipped for work in chemistry, bacteriology, and histology related to the leather industry.<sup>9</sup>

The Stadium.--On the original athletic field only wooden stands were provided. The first nine sections

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<sup>6</sup> University of Cincinnati Record, Ser. 1, V. 15, No. 4, p. 16. Cincinnati: University of Cincinnati, 1919.

<sup>7</sup> Record of Minutes, University of Cincinnati, 1919-1922, V. 10, pp. 8, 26, 45, 49.

<sup>8</sup> Ibid., p. 370.

<sup>9</sup> University of Cincinnati Record, Ser. 1, V. 27, No. 4, p. 67. Cincinnati: University of Cincinnati, 1931.

of a concrete stadium were erected in 1916, from funds provided by the city bond issue of 1912. War reclamation funds were used in 1920 to build two more sections, and three more were constructed the next year through the efforts of the Athletic Council. Later James H. Gamble gave \$250,000 for completion of the Stadium, which was named the James Gamble Nippert Memorial Stadium, in honor of James Gamble Nippert who died in 1923 from injuries received in a football game. The stadium was dedicated November 9, 1924.<sup>10</sup> In 1932 new lights, costing \$14,000, were placed in the Stadium, above the field. Fifty-six lamps of 1500 watts, and thirty-four lamps of 1000 watts were placed in six towers, fifteen lamps to each tower.<sup>11</sup>

Alphonso Taft Hall.--After a final merger of the Law School and the University in 1918, the old law school building was sold and the University building on the McMicken property was equipped at a cost of \$9,444.88 as a temporary location for the law school until a new building could be erected. The new building was delayed because of lack of available funds. In 1923 Charles P.

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<sup>10</sup> "Dedication of James Gamble Nippert Stadium," University News, V. 23, No. 6 (November 8, 1924), I-2. Cincinnati: University News.

<sup>11</sup> "New Lights at Stadium," Cincinnati Bearcat, V. 11, No. 3 (October 5, 1932), 1. Cincinnati: Cincinnati Bearcat.

Taft and wife offered \$75,000, provided the University raised \$180,000 for a Law School building. The offer was accepted and plans made for the erection of the building which was to be known as Alphonso Taft Hall,<sup>12</sup> in honor of the father of Charles P. Taft and William H. Taft, former president of the United States. The structure was completed and dedicated in 1925. William H. Taft, who was then Chief Justice of the United States Supreme Court, gave the dedicatory address.<sup>13</sup>

Swift Hall.--Swift Hall for the College of Engineering and Commerce was completed in 1926.<sup>14</sup> The funds for this were supplied in part by John B. Swift as a memorial to his brother, Thomas Truxton Swift. Some money was also furnished by the Emery estate, and the balance supplied by the University Board of Directors who arranged for a bond issue whereby \$152,300 was raised. The Directors agreed to name the building Swift Hall, and place within it a tablet in memory of Thomas Truxton Swift.<sup>15</sup>

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<sup>12</sup>Record of Minutes, University of Cincinnati, 1923-1926, V. 11, pp. 50-51, 57.

<sup>13</sup>College of Law, University of Cincinnati, Dedication of Alphonso Taft Hall, Address by W. H. Taft, October 28, 1925, p. 1. Cincinnati: University of Cincinnati, 1925.

<sup>14</sup>University of Cincinnati Record, Ser. 1, V. 22, No. 2, Pt. 2, p. 52. Cincinnati: University of Cincinnati, 1926.

<sup>15</sup>Record of Minutes, University of Cincinnati, 1923-1926, V. 11, pp. 391-393, 501.

Young Men's Christian Association.--Mrs. David B. Gamble and her three sons, Cecil E., Sidney D., and Dr. Clarence J. Gamble donated the University sufficient money to provide a Young Men's Christian Association building, in honor of David B. Gamble, husband and father of the donors.

This well equipped building was formally occupied March 9, 1930. Provisions are made for some accommodations for women as well as men. On the main floor are located the executive offices, a service desk, a men's lounge, a general lounge for men and women, a check room, and a serving room. On the ground floor are headquarters for the Young Women's Christian Association, a women's lounge, a dressing room and a check room, a club room for men and women, a refreshment bar, a kitchen, and a men's room. The second floor has eight club rooms, and the third floor has living rooms for members of the building staff.<sup>16</sup>

The Holmes Hospital.--In 1927 Mrs. Christian R. Holmes, widow of the former Dean, contributed \$325,000 toward a fund for the Holmes Hospital for private patients, to be conducted by members of the Medical faculty. William Cooper Proctor also gave \$50,000 and Mr. and Mrs. C. P.

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<sup>16</sup>Student's Handbook, V. 17, pp. 21, 41. Cincinnati: Young Men's Christian Association, University of Cincinnati, 1932.



Taft \$150,000. The building was completed and dedicated in 1929.<sup>18</sup>

The Library.--The Van Wormer Library proving to be inadequate, a new library building was constructed and occupied in 1930. The fact that the University expanded until a larger library building was needed within thirty years after the construction of the Van Wormer library is one of the indications of the prominence that the University of Cincinnati was attaining. The new building made provision for future expansion. It was constructed to accommodate 1100 readers, and sufficient room was provided to eventually house more than six hundred thousand books. In 1932 the library had 232,769 volumes. The building has five floors with the main reading room on the fifth floor.

Old printers' marks were used for designs and ornamentation. Sculptured figures on exterior walls present a graphic history of writing. The antique-green-bronze entrance and several interior doorways are decorated with ancient printers' insignia representing coats of arms.

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<sup>17</sup>Record of Minutes, University of Cincinnati, 1919-1923, V. 10, pp. 144-197, 510-512.

<sup>18</sup>"C. R. Holmes Memorial Hospital Dedicated," Commercial Tribune, V. 33, No. 347 (May 27, 1929), I. Cincinnati: Commercial Tribune.

Wise sayings are inscribed throughout the building.<sup>19</sup>

After the transfer of the library to the new building, the Van Wormer building was cleaned by sand-blast and the interior altered for the administrative offices, the post office, and the alumnae office.

The Teachers College.--The Teachers College building, located between the Van Wormer building and the new Library, was completed during the summer of 1931 and occupied in September of that year. The building is made of brick and stone, the architecture being of the modernized Georgian type. The manual activities laboratory and the physical activities laboratory are located on the first floor. The Annie Laws Memorial Auditorium and drawing room, the administrative offices, the faculty room, a study room, and classrooms were placed on the second floor. Provision was made on the third floor for offices for women, classrooms, and the educational psychology laboratory. The fourth floor was arranged for offices for men, five seminar rooms, classrooms, school administration laboratory, a public school arts laboratory, and a public school music laboratory. The fifth floor was equipped as an experimental psychology labora-

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<sup>19</sup>The Cincinnati, p. 106. Cincinnati: The Cincinnati, 1932.

tory for animal experimentation.<sup>20</sup>

The Wilson Memorial Auditorium.--On January 7, 1918, Mrs. Obed J. Wilson offered funds for the erection of an auditorium in memory of her husband.<sup>21</sup> Long delays and complications prevented work on the structure until 1931. The building was begun and completed that year, being dedicated in December. The cost was \$350,000.

The auditorium has a capacity of 1230. Orchestra and band practice rooms are included. In the top of the balcony a projection room is equipped for sound pictures and facilities for relaying radio broadcasts. There is a suite of dressing rooms with an electric call system from the stage. Other rooms include a "Green Room" that may be used by casts between acts and rehearsals, and also for social events; workshops for making scenery; and executive offices. On a balcony a place is provided for the Obed J. Wilson library. A unique feature is the indirect lighting with subdued color combinations.<sup>22</sup>

The Bond Issue of 1929.--At the November, 1929

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<sup>20</sup>The Cincinnati, p. 107. Cincinnati: The Cincinnati, 1932.

<sup>21</sup>University of Cincinnati Record, Ser. 1, V. 13, No. 3, p. 23. Cincinnati: University of Cincinnati, 1919.

<sup>22</sup>The Cincinnati, p. 107. Cincinnati: The Cincinnati, 1932.

election, a bond issue of \$1,700,000 was approved for the construction of a Service building, a Biology building, and a Physics building.<sup>23</sup>

The Service Building.--The Service building, north of the power plant, was completed in 1932. The objective in having such a building was to provide a place where materials could be stored and work shops established rather than having small storehouses and workshops scattered about the campus.

The Biology Building.--The biology department had been crowded into the Old Tech building and the Hanna annex, and the work was hampered for lack of sufficient room. The new building, provided for by the bond issue of 1929, was completed in 1932.

The new building is equipped with laboratories, lecture rooms, a greenhouse, an animal yard for specimens, and pools for aquatic animals. The laboratories include paleo-biological laboratories with cutting and grinding equipment, and laboratories for plant histology, bacteriology, and bacteriological morphology. Adjacent to the building a herbarium is located.<sup>24</sup>

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<sup>23</sup> "Citizens Back University Bond Issue," University News, V. 23, No. 6 (November 9, 1929), 1. Cincinnati: University of Cincinnati.

<sup>24</sup> The Cincinnati, p. 109. Cincinnati: The Cincinnati, 1932.

The Physics Building.--The Physics building, also provided for by the 1929 bond issue, was completed in 1932. There are six floors in this building. The heavier machinery and workshops are on the lower floors. There is an intricate system of electric wiring and conduits, as well as steam, gas, and water lines running to every room.<sup>25</sup>

The Women's Dormitory.--The Woman's Alumna Association provided for a Women's Dormitory, which is located at 3055 Clifton Avenue. This was taken over in 1932.<sup>26</sup> The dormitory is operated by the Association for women of the freshman class.

The Basic Science Research Laboratory.--According to a contract entered into by the Board of Directors and the General Foods Corporation, the latter was to supply funds for a Basic Research Laboratory building.<sup>27</sup> Later an agreement was made for the University to rehabilitate the Hanna Annex for the laboratory, at a cost of \$75,000. Work was begun in 1932.<sup>28</sup>

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<sup>25</sup>The Cincinnati, p. 109. Cincinnati: The Cincinnati, 1932.

<sup>26</sup>The Student's Handbook, V. 17, p. 17. Cincinnati: Young Men's Christian Association, University of Cincinnati, 1932.

<sup>27</sup>Record of Minutes, University of Cincinnati, 1927-1930, V. 12, pp. 851-875.

<sup>28</sup>Ibid., 1931- , V. 13, p. 219.

Improvements, 1932-1936.--During the school year of 1933-1934 the space in the basement of McMicken Hall was rearranged to make a lighter and much larger lounge for students, which was redecorated and furnished. The Commons and the Faculty dining room were also redecorated and furnished, the improvements being made possible by contributions of the University, the Student Activity Trustees, and by the Civil Works Administration.

On the first floor of McMicken Hall the Faculty Room was redecorated and refurnished with funds given by Mr. and Mrs. William T. Semple, Miss Marry Hanna, and Mr. Standish Meacham. The work was done by C. W. A. workmen.<sup>29</sup>

Under the Department of Medicine the Hamilton County Tuberculosis Sanatorium was placed in operation. In 1933 it had 634 beds, 534 being for active cases of Pulmonary tuberculosis and 100 for children in the Preventorium.<sup>30</sup>

During the years 1933-1934 and 1934-1935 new playing fields totaling 220,000 square feet were built by the C. W. A. and the F. E. R. A., the fields to be used for

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<sup>29</sup>Report of the President, 1934-1935, pp. 17, 31-32. Cincinnati: University of Cincinnati, 1934.

<sup>30</sup>Ibid., pp. 65-66.

football, baseball, and tennis.<sup>31</sup>

During the year ending June 1, 1935, the whole of Taft Hall, in which the College of Law is housed, was redecorated for the first time.<sup>32</sup>

By the beginning of the 1935-1936 school year all of the University Buildings were in first-class condition. In the report of the Vice-President for the year 1934-1935 he urged that annual appropriations of \$30,000 be made to keep the physical equipment of the University in first-class condition.<sup>33</sup>

During the school year 1935-1936 work was continued on two projects. The first of these is an out-door theater, built largely with the use of W. P. A. funds, although some additional and necessary funds were supplied by the Board of Trustees of Student Activities.<sup>34</sup>

The second project,<sup>35</sup> by far the larger, is the Student Service Building, or, as it is generally called, the Student Union. Bonds for this structure totaling \$350,000 were issued under authority of a vote of the

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<sup>31</sup>Report of the President, 1934-1935, pp. 21-22.  
Cincinnati: University of Cincinnati, 1934.

<sup>32</sup>Ibid., p. 78.

<sup>33</sup>Ibid., p. 170.

<sup>34</sup>Ibid., p. 170.

<sup>35</sup>Ibid., p. 22-24.

people of Cincinnati, November 5, 1929. In addition to this sum \$257,580 was received by grant from the Federal Emergency Administration of Public Works. The total cost of the structure, including equipment, will be slightly over \$600,000.

The building proper, costing \$572,400, will be a three-story brick structure of Colonial style, located on the middle campus and harmonizing with the Leather Research Laboratory and "Old Tech", and forming one side of an open quadrangle. On the ground floor will be housed the University Bookstore and a convenient lunch room and soda fountain. On the main floor will be the lounge, special dining rooms, and offices and meeting rooms for the various undergraduate organizations, including the student newspaper, the student annual, Student Council, Men's Senate, Women's Senate, and various other activities. On the third floor will be the cafeteria, known as the University Commons. This will be large enough to accommodate students and teachers without crowding, as is not now possible. If there are sufficient appropriations left and the need is felt, recreational rooms will be provided for in the basement. In order to pay for the operation of the center, the Student Council voted in the spring of 1935 to charge each student \$5 per year. The Service Building will be ready for



occupancy by June 1, 1937.

The Stadium was enlarged in 1936 so that its seating capacity is 24,000.<sup>36</sup>

The depression brought with it a decrease in the funds available for University use in the form of gifts, taxes, tuition, etc., but, thanks to the Federal aid, much has been continued. There are a few buildings which are in need of remodeling, but as a whole the physical plant is in a very good condition.

#### Administrative Development

Financial Support of the University.---In 1910 the tax law was changed to designate the use of money raised by taxation. This law specified that the funds raised by taxation were first to be used for paying the interest on the sinking fund, and that only the residue could be used for maintenance of the University. The 1910 law raised the tax rate for the Observatory to five-hundredths of a mill, and gave authority to use part of this tax for other scientific purposes.<sup>37</sup>

Although Cincinnati has a municipal university, less than one-third of its support comes from public taxation. For municipal universities as a whole the percentage of funds derived from taxation varies from thirty-one at

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<sup>36</sup>

"To Fill Every Seat in U. of C. Stadium", Times Star, V. 97, No. 22 (September 16, 1936), 2. Cincinnati: Times Star.

<sup>37</sup>

Ohio General Code Supplement, 1910, Sec. 7908.

Cincinnati to one hundred at Hunter.<sup>38</sup> Compared with all publicly controlled universities, Cincinnati receives less than half as large a percentage of support from taxation.<sup>39</sup> This has necessitated leaning toward a private status so far as support is concerned.

Rules Relative to Tuition.--Under the McMicken will no tuition was to be charged to students who resided in the city of Cincinnati.<sup>40</sup> This status was maintained until 1896 when a legislative act made tuition free to children, wards, and apprentices of citizens of Cincinnati in the academic department while all other departments were permitted to charge tuition.<sup>41</sup>

Until 1901 the University Board ruled that residents of the city became citizens only after living in the city at least a year. A case was then carried into court for a decision on the question of free tuition. The court ruled that a resident of the city may not be charged tuition in the University even though his original intention in coming to the city was to attend the University.<sup>42</sup>

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<sup>38</sup> R. H. Eckelberry, History of the Municipal University, p. 182. United States Office of Education Bulletin, No. 2. Washington: United States Office of Education, 1932.

<sup>39</sup> R. H. Eckelberry, op. cit.

<sup>40</sup> The Will of Charles McMicken, 1858, p. 22.

<sup>41</sup> Ohio Laws, 1896, V. 92, pp. 358-359.

<sup>42</sup> State vs. Kuhn, Ohio Decisions (Nisi Prius), V. 11, p. 321.

At the present time citizens of Cincinnati are not charged tuition in all branches of the school, although in some departments, for example in the college of Engineering and Commerce, the Teachers College, the School of Household Administration, and the School of Applied Arts, residents are charged a tuition of \$150<sup>43</sup> per year and non-residents a tuition of \$200 per year. In the McMicken College of Liberal Arts residents are charged a tuition fee of \$30 per semester and non-residents a fee of \$200 per year.<sup>44</sup> In the School of Nursing and in the Graduate School the same amount of tuition is charged to both residents and non-residents.<sup>45</sup> It is held, however, that students' residence in the city depends upon that of another person who has been a citizen of the city for a year. Residence of minors follows that of their parents or legal guardians, and the residence of wives follows that of their husbands. If a resident of the city becomes a guardian of a non-resident minor, the latter does not become a resident until a year has elapsed. No residence may be acquired by a minor for

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<sup>43</sup> University of Cincinnati Record, Ser. 1, V. 31, No. 1, Pt. 1, p. 12; Pt. 2, p. 18; Pt. 3, p. 11; Pt. 5, p. 15. Cincinnati: University of Cincinnati, 1935.

<sup>44</sup> Ibid., No. 2, Pt. 3, p. 18.

<sup>45</sup> Ibid., No. 2, Pt. 2, pp. 14-15; Pt. 6, p. 15.

whom a guardian is appointed solely for the purpose of avoiding payment of tuition. While the burden of registering under proper residence is placed upon the student, the Board renders final decision in all cases relative to tuition.<sup>46</sup>

Other municipal universities have similar regulations relative to residence, and it is the custom elsewhere as it is in Cincinnati to charge a substantial tuition, but the tuition in Cincinnati for non-residents, amounting to \$200 annually, is comparatively high. However, this might be expected in view of the fact that the revenue of the University of Cincinnati depends, for the most part, on some other source than taxation.<sup>47</sup>

Composition of the Board of Directors.--The composition and method of selecting the Board of Directors was modified by the city charter of 1918. The mayor was required to appoint three members of the Board for nine year terms and appoint six others for nine year terms as vacancies arose. Vacancies were to be filled thereafter by the mayor. In all cases the Council was

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<sup>46</sup> University of Cincinnati Record, Ser. 1, V. 28, No. 2, Pt. 2, pp. 22-23. 1932.

<sup>47</sup> R. H. Eckelberry, History of the Municipal University, pp. 182-184. United States Office of Education Bulletin No. 2. Washington: United States Office of Education, 1932.

to ratify appointments.<sup>48</sup>

Decision as to Leasing McMicken Property.--Section XXXIII of the McMicken will provided that unimproved property belonging to the estate might be leased for a period of fifteen years, while improved property could not be leased for more than ten years.<sup>49</sup>

In 1917 the Board of Directors had under consideration the matter of leasing some of the McMicken property to the Rapid Electrotpe Company. The City Solicitor was asked to interpret the will as it applied to leasing property for such purpose as desired. The question was presented to Judge Hoffman who ruled that the grounds could be leased for any period of time, but that there must be a revaluation every fifteen years.<sup>50</sup>

Payment of Faculty Members Participating in the War.--During the World War a number of University faculty members gave their services to the Government. The Board of Directors decided to pay them the difference between their University salaries and income from the federal government while employed by the latter. December, 1917,

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<sup>48</sup>University of Cincinnati Record, Ser. 1, V. 16, No. 5, p. 164. Cincinnati: University of Cincinnati, 1919.

<sup>49</sup>The Will of Charles McMicken, p. 23. 1858.

<sup>50</sup>Record of Minutes, University of Cincinnati, 1914-1919, V. 9, pp. 442, 594, 601.

the Civil Service Commission held up payments to these faculty members. The Board carried the matter into the courts and in 1919 secured a decision from the Ohio Supreme Court, approving the action of the Board with reference to salary payments.<sup>51</sup>

Federal Laws Affecting the University.--Only a limited number of federal laws are of direct concern to the University of Cincinnati. A law was passed in 1916 which was the basis for the Reserve Officers' Training Corps.<sup>52</sup> Federal aid for vocational education was provided in 1917, and this aid became the financial foundation for the University's training of teachers of household arts, industries, and trades. A few years later federal aid for home economics was withdrawn.<sup>53</sup>

The University and the World War.--As soon as the United States declared war in 1917, the University began to adjust itself to war-time conditions. Military drill was started, and the facilities of the University were offered to the federal government. It was decided to

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<sup>51</sup>Record of Minutes, University of Cincinnati, 1918-1922, V. 10, pp. 119-120.

<sup>52</sup>Statutes at Large, 1916, V. 39, Ch. 134, Sec. 40 seq., as amended July 9, 1918, and Statutes at Large, V. 40, Ch. 143, Sub. Ch. XVII, Sec. 7.

<sup>53</sup>Smith-Hughes Act, February 23, 1917, Statutes at Large, V. 39, Ch. 114, and Statutes at Large, V. 40, Ch. 79, Sec. 1, October 7, 1917.

graduate seniors who failed to complete their final year's work, due to entrance into war service. Faculty members were guaranteed no loss in salary while in the service of the country, which led to legal complications mentioned earlier in this chapter.

The University, through the home economics department and other departments, co-operated with the federal government in the conservation of food. Soldiers were quartered and trained in the University Students' Army Training Corps. In addition to using some University buildings for barracks, temporary buildings were erected on the campus for Army and Navy groups, which were in use until the close of the War.<sup>54</sup>

After the war was over the University Board asked the War Department to establish units of the Reserve Officers' Training Corps on the campus. In March, 1919, the request was approved by the War Department and five units were established, these being in engineering, ordnance, signal corps, infantry, and coast artillery.<sup>55</sup>

Authority of the Board to Relinquish an Estate.--In 1923 the question arose as to whether or not the Board had authority to relinquish an estate left to that body as

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<sup>54</sup> Record of Minutes, University of Cincinnati, 1914-1918, V. 9, pp. 464-483, 534-587, 627-665.

<sup>55</sup> Ibid., 1919-1922, V. 10, pp. 24-26, 49, 83.

trustees. The issue involved a part of the Emery property. City Solicitor Saul Zielonka ruled that such property could be sold provided a reasonable return was received.<sup>56</sup>

Laws Governing Teachers' Certificates.--With the passage of the law in 1914 relating to teachers' certificates, granted without examination, it became essential for the Teachers College of the University to conform to the provisions of the law. The regulations included in that law are:<sup>57</sup>

1. A graduate of any normal school, teachers college or university, who has completed two years of academic and professional courses beyond the diploma of a first grade high school, may get a four-year provisional elementary certificate, provided the institution is approved by the State Superintendent of Public Instruction.
2. A graduate of a four-year academic or professional program in an approved institution may be granted a four-year provisional high school certificate.
3. One who completes a two-year program in an approved college in music, drawing, penmanship, manual training, physical culture, domestic science, agriculture, kindergarten, any modern language, or such other subjects as may require special teachers or supervisors may be granted a four-year provisional special certificate.
4. The State Board of School Examiners may issue a life certificate to the holder of a provisional elementary certificate after the holder has taught successfully for twenty-four months.
5. The holder of a provisional high school certificate may be granted a state high school life certificate after having taught successfully for fifty months.

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<sup>56</sup>Record of Minutes, University of Cincinnati, 1923-1926, V. 11, p. 7.

<sup>57</sup>University of Cincinnati Record, Ser. 1, V. 11, No. 1, Pt. 3, pp. 134-136. Cincinnati: University of Cincinnati, 1915.



While later laws modified the regulations in some respects, a law similar to that outlined was in effect<sup>58</sup> in 1928, and has continued to be in force.

The University of Cincinnati is approved by the State authorities for granting teachers' certificates without examination in the following fields: high school, elementary, kindergarten-primary, music, art, health and physical education, home economics, and commerce.<sup>59</sup>

President Hicks.--President Dabney resigned in 1920 and the Board chose as the new president Professor F. C. Hicks who had come to the faculty twenty years before.<sup>60</sup>

The year that Hicks became president he secured the approval of the Board to start a campaign to raise an endowment fund for the Medical College. About \$900,000 was subscribed toward the goal of two millions during the first year. The General Education Board then became interested in the drive and offered to give the last \$700,000 if the University raised \$1,300,000 by January 1, 1923. A further stipulation was that all pledges must be converted into cash by January 1, 1925. On March 7, 1922,

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<sup>58</sup> School Laws of the State of Ohio, 1928, Ch. II, pp. 428-431.

<sup>59</sup> Organization and Basic Standards in Ohio Teacher Training, p. 10. Columbus: Fred J. Heer Printing Co., 1930.

<sup>60</sup> Record of Minutes, University of Cincinnati, 1919-1922, V. 10, p. 195.

the General Education Board was notified of the successful completion of the endowment campaign.<sup>61</sup>

The standards of medical education had become such that an adequate endowment fund was required to give the medical college proper financial support. Furthermore, the city had established an outstanding hospital and it was only reasonable that the medical college should be placed on a par with the hospital with which it was affiliated.<sup>62</sup> These factors were emphasized during the campaign to raise the endowment funds and contributed to the success of the project.

Teachers' Retirement.--Early in the Hicks administration an opportunity was given to the instructional and administrative staff, who had served two years, to join the Teachers' Insurance and Annuity Association established by the Carnegie Foundation. Those who had not enrolled with the Foundation previous to November 17, 1915 were eligible to join the new Association. The Board agreed to pay five per cent of a staff member's salary if the staff member contributed as much or more.

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<sup>61</sup>Record of Minutes, University of Cincinnati, 1919-1922, V. 10, pp. 24-26, 49, 83.

"To Raise \$400,000 for Medical College by First of the Year," Times Star, V. 82, No. 284 (December 1, 1920), 1, 25. Cincinnati: Times Star.

<sup>62</sup>Sanford Brown, Interview, May 10, 1934.

According to the plan, which was put into effect June 1, 1922, retirement privileges were to be provided at the age of sixty-five.<sup>63</sup>

President Schneider.--After serving efficiently as President, and bringing the University up to a high standard, Hicks asked for a year's leave of absence from February 1, 1928 to February 1, 1929, and that his resignation be accepted, effective on the latter date. Hicks also recommended that Dean Herman Schneider, Sc. D., be made Acting President. The Board complied with this request.<sup>64</sup>

In October, 1928, the Acting President was offered the presidency which he finally accepted temporarily on June 4, 1929, after previously declining the honor. Schneider accepted the office when the Board agreed that Daniel Laurence should become vice-president and have charge of the business administration of the University.<sup>65</sup>

On recommendation of the new president, the Board approved the general plan of a university with five divisions, as follows:<sup>66</sup>

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<sup>63</sup>Record of Minutes, University of Cincinnati, 1927-1930, V. 12, p. 94.

<sup>64</sup>Ibid., p. 180.

<sup>65</sup>Ibid., pp. 363, 496.

<sup>66</sup>Ibid., pp. 595-599.

1. Liberal Arts, including pre-professional training.
2. Economics, covering manufacturing and distribution.
3. Human Adjustment, based on four years of liberal arts and two years of graduate professional work, and including also Education and Law as separate schools.
4. Physical and Mental Health.
5. Fine Arts.

Plans for a School of Social Administration, though approved by the Board, could not be carried out in 1929.

University Health Service.--April 2, 1929 the Board adopted a health service whereby the payment of a fee of \$10 would entitle students to certain free health service, or special treatments at moderate cost.<sup>67</sup>

Teachers' Retirement.--The teachers' retirement issue came up again in 1929 when President Schneider reported that the Carnegie Foundation could not retire staff members at the age of sixty-five or seventy with the allowance contemplated. Those who had expected to be retired under the older plan were too old to start on the newer annuity plan, so a meeting of the Finance Committee was called to work out a practical retirement plan. The following was submitted to the staff members affected:<sup>68</sup>

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<sup>67</sup> Record of Minutes, University of Cincinnati, 1927-1930, V. 12, pp. 464-465.

<sup>68</sup> Ibid., pp. 450, 732-733, 865.

1. The University will agree to contribute to the Teachers' Insurance and Annuity Association premiums sufficient to increase the annuity at the age of seventy to an amount equal to half the average salary for the last five years, but not to exceed \$3,000 of which \$1,000 is provided by the Carnegie Foundation and \$500 by the Carnegie Corporation. The University contributes five per cent and the faculty member five per cent.
2. In case of disability after twenty-five years as professor or thirty years as instructor and professor or after the age of sixty-five, the University will supplement the annuity by such amount as may be necessary to bring it up to half the average salary for the last five years, provided it does not exceed \$3,000.
3. If a faculty member continues beyond seventy, he and the University continue to contribute.
4. There are several options for a faculty member.
5. A widow who has been married to a faculty member for ten years would receive half what the faculty member would have received.
6. The plan does not apply to new employees even though they have been in other colleges and under the Carnegie plan.
7. A faculty member unable to contribute gets half the final sum because the University gives five per cent anyway.

Forty-three of sixty-four pensionables under the older plan accepted the plan. Thirteen could not, either because they did not have the money or because they had made other contracts. One was on leave and failed to reply, while seven were not interested.<sup>69</sup>

A New Contract for Teachers College.--The Teachers College, established in 1905, was jointly controlled by the Cincinnati Board of Education and the Board of Directors of the University. Under this dual control there was

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<sup>69</sup> Record of Minutes, University of Cincinnati,  
1927-1930, pp. 450, 732-735, 865.

friction at times, and in 1929 the question arose as to whether or not the University Board of Directors should have complete control of the Teachers College.

After several conferences the old contract was terminated, and a new agreement entered into whereby the University Board of Directors took complete control and assumed all responsibility for financial support after July 1, 1930, except that the Board of Education agreed to contribute not to exceed \$25,000 during the period of adjustment - July 1, 1930 to July 1, 1931. The University Board agreed to continue courses designed for teachers in service and to extend the opportunities for teachers to take such courses.<sup>70</sup>

Regulations Relative to Higher Degrees.--In 1927 the Teachers College announced that two graduate degrees, Master of Arts in Education and Doctor of Philosophy in Education, would be offered by the College. This was to be a temporary arrangement. In 1931 the question arose as to the advisability of offering such degrees except through the Graduate School. A committee on graduate policy, representing the various colleges, proceeded to study the matter. Thirty-nine Teachers College

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<sup>70</sup>Record of Minutes, University of Cincinnati, 1927-1930, pp. 700-701.

theses, examined by the Committee, were considered to be professional in nature rather than academic. The committee recommended that academic graduate degrees be granted by the Graduate School only, that the graduate work in Teachers College be limited to strictly professional courses, and that the higher degrees of that College be Master of Education (Ed. M.) and Doctor of Education (Ed. D.), while the M. A., M. S., Ph. D., and Sc. D. degrees should be granted by the Graduate School. The Board approved the recommendations, and decided that only the new higher degrees would be granted by the Teachers College after the Commencement of 1933.<sup>71</sup>

The President's Cabinet.--The Senate was replaced in 1928 by a Cabinet known as the President's Cabinet, being a Faculty Committee on Policies with the duty of discussing and advising the President on matters of policy involving:<sup>72</sup>

1. Interrelations of the various colleges and the University.
2. Establishment of new schools or colleges or the inclusion of existing schools.
3. The withdrawal or retrenchment in scope of existing colleges.
4. The establishment and maintenance of educational standards.
5. Financial problems.
6. General development and progress of experiments, etc., in the University.

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<sup>71</sup>  
Record of Minutes, University of Cincinnati,  
1931- , V. 13, pp. 222-224.

<sup>72</sup>  
Ibid., 1927-1930, V. 12, p. 241.

Sabbatical Leave.--March 3, 1931, the Cabinet took action with reference to Sabbatical leave, proposing the following regulations:<sup>73</sup>

1. After six years of service (four of which must have been as associate professor or above) a member of the faculty is eligible for sabbatical leave.
2. The one on leave may be absent one year with half pay or one semester with full pay.
3. The Dean and the head of the department shall arrange for the work of the absent member.
4. The time is non-cumulative should one not take leave.
5. No person on leave may receive any remuneration other than academic awards or prizes.
6. The faculty member on leave must return to the University and give one year or more of service.
7. Special leaves for specific purposes may be acted upon without reference to standing as to leave.

These regulations are virtually in accord with the recommendations of Cooper,<sup>74</sup> based on the most extensive study of the subject now available.

Resignation of President Schneider.--Desiring to spend all his time at the College of Engineering and Commerce, the School of Applied Arts, and the Institute of Scientific Research, President Schneider resigned as chief executive. With reluctance, the Board accepted his resignation, gave him the title, President Emeritus,

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<sup>73</sup>  
Record of Minutes, University of Cincinnati, 1931- , V. 13, p. 47.

<sup>74</sup>  
L. B. Cooper, "Sabbatical Leave for College Teachers", pp. 242-252. Doctor's thesis, University of Cincinnati, 1931.



and conferred upon him the degree, Doctor of Laws, in  
1933.<sup>75</sup>

Raymond Walters Elected President.--President  
Schneider recommended to the University Board that Dean  
Raymond Walters, A. M., LL. D., of Swarthmore College,  
be selected as President of the University, beginning  
September 1, 1932, at an annual salary of \$15,000.  
Walters accepted the offer of the position, and assumed  
his duties on the date named. At the request of the  
new president there was no formal inauguration, the  
various colleges of the United States being merely  
notified by the Board of the election of Walters as  
President.<sup>76</sup>

#### Administrative Problems Related to Students

##### Selection and Registration of Students

Early Requirements for Admission to the University  
of Cincinnati.--Originally students who had the equiv-  
alent of graduation from a Cincinnati high school could  
be admitted to the University, provided they passed col-  
lege entrance examinations in Greek, Latin, mathematics,  
chemistry, and physics. French and German could be

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<sup>75</sup>  
Record of Minutes, University of Cincinnati,  
1931-      , V. 13, p. 247.

<sup>76</sup>  
"U. C. Dispenses with Ceremony", University  
News, V. 31, No. 2 (October 8, 1932), 1. Cincinnati:  
University News.

substituted for the rudiments of Latin.<sup>77</sup> This was based on the general plans of the Eastern colleges from which a majority of the faculty of the University of Cincinnati came. However, other subjects, such as history, geography, English grammar, and English literature, were being included in the college entrance list by the most prominent institutions of the time.<sup>78</sup>

Admission in 1917.--In 1917 the University adopted the policy of admitting graduates of high schools accredited by approved agencies and by private institutions of higher learning listed by the United States Bureau of Education, as well as the graduates of high schools in the vicinity of Cincinnati, approved by the inspector. The passing mark in any entrance subject was seventy per cent. Candidates who had not graduated from accredited high schools were required to pass an examination.<sup>79</sup>

Admission from Other Colleges and Universities.--Undergraduates of other colleges or universities who wish to enter the College of Liberal Arts must present to the

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<sup>77</sup>Report of the Board of Directors, p. 5.  
Cincinnati: Times Job Printing Establishment, 1875.

<sup>78</sup>R. A. Kent, Higher Education in America, pp. 410-411. Columbus: Ginn and Co., 1930.

<sup>79</sup>University of Cincinnati Record, Ser. 1, V. 10, No. 2, Pt. 6, pp. 4-5. Cincinnati: University of Cincinnati, 1914.

Director of Admissions evidence of having completed sufficient preparatory work to meet the entrance requirements, together with a certificate of honorable dismissal from the institution last attended.

A freshman dropped on account of poor scholarship from the College of Liberal Arts or from another college of the University, may be readmitted on presentation of evidence of having passed in an accredited summer school such work as the Dean may designate, or on passing examinations in the eight units prescribed from the list of fifteen required for college entrance.

An upper classman dropped because of poor scholarship from any college of the University, may not be re-admitted until he has passed in an accredited summer school such work as the Dean may designate. Any person dropped for poor scholarship from another college of the University will not be admitted to the College of Liberal Arts until he is eligible for readmission to the college from which he was dropped.

A student who has successfully completed courses in an approved college or junior college may receive credit for such courses in the College of Liberal Arts in so far as they fit in with the requirements of this College. Advanced standing may also be secured by taking examinations in college courses.

Persons who satisfy the heads of departments in which they wish to take work that they have had sufficient training to pursue the courses desired may be admitted as special students. Before special students can apply for degrees they must meet all entrance requirements.

Those who satisfy all the requirements for admission as regular students, but carry less than twelve hours of work, are classified as irregulars.<sup>80</sup>

### Control and Guidance of Students

In later years American colleges have emphasized the development of the individual student, giving attention to such problems as prevention of failure, selection of a curriculum based on needs and abilities of the individual, adjustment of students' personal relations, attendance at classes, marks, student health, and general deportment.<sup>81</sup>

The University of Cincinnati has not been behind the trends of the times in this respect. Much attention is given the students in relation to the various curriculums offered. Attempts are made to supply differentiated programs meeting individual needs. Special teaching

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<sup>80</sup> University of Cincinnati Record, Ser. 1, V. 28, No. 2, Pt. 2, pp. 18-19. Cincinnati: University of Cincinnati, 1932.

<sup>81</sup> D. A. Robertson, American Universities and Colleges, p. 39. New York: Charles Scribner's Sons, 1928.

plans are adopted, and instruction is given in how to study. Attention is given to the moral and religious problems, and the relation of students to each other, to the faculty, and the University as a whole. Those who have managed the University since its origin have tried to furnish a program and student direction which would bring about individual development and enrichment of life through the utilization of such abilities and capacities as one might possess.

Special Adjustments During the War.---During the World War special provisions were made for those who desired to quit classes before the end of the semester to work on farms. In the spring of 1917 many students asked for this privilege. These were required to sign a pledge to continue their work until August 31, 1917. The location of the farm and the name of the employer had to be recorded. At the end of the period the student had to furnish the professor in charge with statements from the farmer and the agricultural agent of the county that the work had been faithfully performed. Credit was then given for courses pursued at time of leaving the campus, provided the quality of the work done at the University had been satisfactory up to  
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the time of going to the farm.

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"Agricultural Work by Students," University  
News, V. 15, No. 27 (May 9, 1927), 1. Cincinnati:  
University News.

Many of the men at the University left to enter some branch of war service. Hundreds who remained enlisted in the Students' Army Training Corps and carried on practically a full schedule of courses including two hours of military drill daily.

Soldiers connected with the College of Engineering and Commerce were to have had supervised study from 8:00 A. M. until 4 :00 P. M. except while in classes, and from 7:00 to 9:00 P. M., but the plans for supervised study were not completed when the war ended.

After the soldiers were discharged they were given half a semester's credit for each course taken during the first semester when the course was not carried through the year. The work of the second term opened January 6, 1919, continued the courses of the first part of the scholastic year, and included many beginning courses. The courses were so planned that members of the Students' Army Training Corps could complete a year's work with what had been taken during the last few months of the War.<sup>82</sup>

The Preceptor System.--Preceptorial instruction, as it has been in operation at Princeton for several years,

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<sup>82</sup> University of Cincinnati Record, Ser. 1, V. 15, No. 3, pp. 17-19. Cincinnati: University of Cincinnati, 1919.

is a modification of the Oxford Tutorial plan. The plan required attendance at one preceptorial conference each week in each course, in addition to attending classes. The conference is primarily for the purpose of stimulating the intellectual interest of the student and is concerned with a discussion of the assigned readings.<sup>84</sup>

For a number of years the Medical College at Cincinnati has had a preceptor system for senior students. Under the original plan, a senior selected a faculty member as a preceptor to guide his work for the year.

In 1931, all students were placed in the preceptor system. Not more than five may be assigned to one preceptor, who does not supervise more than two students from any one class. At intervals of two months the student reports progress made, and the preceptor confers with him at that time as to his future program. At the end of the year an examination may be required of each senior.<sup>85</sup>

The Honor System.--Honor systems have a place in educational institutions in preparing students for the responsibilities of citizenship, but it is recognized

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<sup>84</sup> Carter V. Good, Teaching in College and University, p. 241. Baltimore: Warwick and York, 1929.

<sup>85</sup> University of Cincinnati Record, Ser. 1, V. 25, No. 2, pp. 36-40. Cincinnati: University of Cincinnati, 1929.

that the plan is more likely to succeed among homogeneous student bodies than in institutions of the cosmopolitan type, such as is found in the University of Cincinnati.<sup>86</sup>

The first experience at Cincinnati with the honor system was in 1907 when a plan of student government was inaugurated in the College of Engineering. There was also some discussion at this time relative to the adopting of the honor system in examinations.<sup>87</sup>

In 1925, Dean F. W. Chandler, of the College of Liberal Arts, distributed ballots to the students under his supervision, asking them to express an opinion on some kind of honor system. A tabulation of votes shows the attitude of the students.<sup>88</sup>

1. Seventy-eight per cent of 678 students favored some form of the honor system.
2. Sixty-nine per cent of 509 students who voted favored a simple honor system.
3. Nine per cent of 651 students were willing to receive aid on examinations, and one per cent of 708 said they would receive aid, if offered, under an honor system.
4. Two per cent of 651 students were willing to give or receive aid in examinations.

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<sup>86</sup> B. A. Robertson, American Universities and Colleges, p. 42. New York: Charles Scribner's Sons, 1928.

<sup>87</sup> "Honor System for University Being Discussed," University News, V. 5, No. 19 (February 20, 1907), 3-4 Cincinnati: University News.

<sup>88</sup> "Students Vote on Honor System," University News, V. 23, No. 26 (May 2, 1925), 1. Cincinnati: University News.



5. Thirty-eight per cent of 788 students were willing to give aid in examinations.
6. Forty-six per cent of 597 students promised to support an honor system.

At this time Dean Chandler favored some kind of honor system, and in May the faculty of the College of Liberal Arts decided to let each student choose whether or not he was to be examined under the honor system.

In April, 1928, the Liberal Arts faculty abolished the honor system by a unanimous vote, for the following reasons:  
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1. The faculty opposed the plan of permitting a class to choose whether or not a proctor would conduct the examinations of that class.
2. The students had been accustomed to the presence of a proctor at examinations while in high school.
3. Many students do not like to report others for cheating.
4. Most of the representatives of the Student Council consider it as much a duty of a professor to supervise examinations as to conduct daily recitations.

Theories of Marking.--Kelly,<sup>90</sup> after making a survey of college marking systems, describes three marking systems, percentage, pass - fail, and few - groups. He

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<sup>89</sup>"Liberal Arts Tries Honor System," Bearcat, V. 3, No. 29 (May 27, 1925), 1. Cincinnati: Bearcat.

"Liberal Arts Faculty Abolished Honor System," Bearcat, V. 6, No. 25 (April 25, 1928), 1. Cincinnati: Bearcat.

<sup>90</sup>Carter V. Good, Teaching in College and University, pp. 276-278. Baltimore: Warwick and York, 1929.

also described methods of defining or distributing marks; schemes of credit for quality, honor points, and grade points; and scholarship requirements and privileges in terms of marks. The graduate division of Teachers College employs a point system, as suggested by Kelly, while the Graduate School used the pass-fail plan mentioned by him.

### Orientation of Students

The first days in college involve a psychological crisis in the lives of many young people. Their introduction to college life has much to do with their contentment and also the value they may derive from their college experience. There was a time when upper classmen took an active part in initiating the students to their new surroundings by means of hazing, but this has been largely replaced by practical methods for the purpose of acquainting the freshman with the institution and making him feel at home.

The University of Cincinnati has always taken a real interest in the welfare of its student body, and to introduce the University and its work to new students and prospective students four agencies have been employed; (1) publications; (2) athletic contests, special days, etc.; (3) a survey course of civilization to introduce students to the several fields of knowledge which are

presented in the University; (4) a department of co-ordination in connection with the College of Engineering and Commerce.

Publications Used In Orienting Students.--Numerous publications describing the University and its activities have, from time to time, been made available to prospective students and new students. These include the University Guide, the Bearcat Book, the Student's Handbook, the New Collegian, and special editions of the University newspapers. Since the second year of the existence of the University, the catalogues, special announcements, and various other publications have supplied much useful information that has been of aid to students in adjusting themselves to college life.

The University Guide, published in 1905, gave a description of the campus, Burnet Woods and vicinity; and stressed the cultural advantages offered in the various organizations of the city, including the work of the schools of music, the recitals of the Orpheus Club, the concerts of the Symphony Orchestra, the May Festival, the Art Museum, the Rockwood Pottery, and other institutions which emphasize artistic and musical interests. The Guide also gave an outline of the work of the University and the opportunities offered in the

various departments.<sup>91</sup>

A similar publication, though smaller, is the Student's Handbook, which first appeared in 1916, and has been continued as an annual publication of the Young Men's Christian Association. One of the recent editions contains a message from President Walters; a list of the administrative officers of the University; the University calendar; a brief history of the institution; a list of campus traditions; freshman hints; rules and regulations governing social functions; regulations relative to the use of the Y. M. C. A. and the Woman's Building; information regarding the libraries; sources of financial help; several University songs; a list of campus organizations; campus activities; athletic schedules; information regarding churches; advertisements of restaurants; and other data useful to students.<sup>92</sup>

In 1924 the Bearcat Book appeared. This was a sixteen-page publication dedicated to James Gamble Nippert, giving a brief discussion of the University athletic sports and the records made in each. Later editions

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<sup>91</sup>University of Cincinnati Record, Ser. 1, V. 2, No. 6, p. 8. Cincinnati: University of Cincinnati, 1905.

<sup>92</sup>The Student's Handbook, V. 17, p.146. Cincinnati: Young Men's Christian Association, University Branch, 1932.

gave additional information regarding campus interests and activities.<sup>93</sup>

Annuals have been issued since 1885. The first of these, the Al-Munir, gave information about the first fraternity connected with the University (Sigma Chi), the alumni association, social and literary affairs of the University, athletics, etc. The Cincinnatian appeared in 1894. The first volume, which was published by the seniors, was dedicated to Charles McMicken. This described the scholastic affairs of the University as well as the social and athletic activities.<sup>94</sup>

Early newspapers of the University, bearing the titles Belatrasco, Academica, and the University gave much information to acquaint people with the University.<sup>95</sup> A later newspaper, the McMicken Review,<sup>96</sup> served in that capacity for several years, being succeeded by other papers, including the University News, the Cincinnati

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<sup>93</sup>The Bearcat Book, 1926, pp. 2-4, 8-11, 13-15.  
Cincinnati: University of Cincinnati.  
Ibid., pp. 2-14.

<sup>94</sup>Al-Munir, 1885, pp. 1, 3-4, 7-30. Cincinnati:  
The Block Printing Company.  
The Cincinnatian, V. 1, pp. 1, 3, 5-7, 14, 27-29,  
33-47, 50-72. Cincinnati: E. A. Dunlap Company, 1894.

<sup>95</sup>Al-Munir, pp. 17-23. Cincinnati: Block Printing  
Company, 1885.

<sup>96</sup>The McMicken Review, V. 1, No. 1, p. 1. Cincinnati:  
McMicken Publishing Co., January, 1887.

Bearcat, the Co-operative Engineer, and the R. O. T. C.  
Shield.<sup>97</sup>

Football Games as Means of Orientation.--During the football season the freshmen are organized by upper-class leaders to take an active part in cheering and songs at the football games, and are expected to occupy a certain section of the stadium at all games.<sup>98</sup>

Co-op Day.--As the result of an essay contest sponsored by the Co-op Club, Co-op Day has been made an annual affair since 1928.

One day is set aside each year for students of high schools of the community and all other persons interested in witnessing exhibitions, and getting first hand information about the campus, the University, and the co-operative system. Displays are presented by the different divisions and departments of the University.<sup>99</sup>

Hotel Varsity.--An annual event which has become a tradition at the University is "Hotel Varsity" night, when high school seniors are introduced to the men of

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<sup>97</sup> The Students Handbook, V. 17, p. 59. Cincinnati: Y. M. C. A., University Branch, 1932.

<sup>98</sup> Ibid., p. 16.

<sup>99</sup> "Committee in Charge of Complete Plans, " Bearcat, V. 10, No. 27 (April 27, 1932), 1, 4. Cincinnati: Bearcat.

the University. The plan has been to visit every high school in Greater Cincinnati, inviting seniors to an entertainment given for them. Special features are arranged by the Omicron Delta Kappa, the Sophos, the Sigma Sigma, and the Mystic Thirteen, who are responsible for the event.<sup>100</sup>

Freshmen Week.--Previous to 1896 and for some years thereafter, sophomores held an annual contest with the freshmen, early in October. This was known as Flag Rush. It was an all-day affair with police protection provided. The girls did not take an active part in the contest, but the freshmen and sophomore girls helped the boys by furnishing food.<sup>101</sup>

In 1915 vigilance committees representing the men and girls of the upper classes announced rules and restrictions for freshmen. New students were warned that a day of reckoning would follow any violations. The type of punishment was prescribed by a court which held occasional trials designed specifically to bring freshmen to justice.<sup>102</sup> This plan was continued in later years, but

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<sup>100</sup> "Hotel Varsity Being Planned," Bearcat, V. 9, No. 27 (May 13, 1931), 1. Cincinnati: Bearcat.

<sup>101</sup> Cincinnatian, 1898, p. 151. Cincinnati: University of Cincinnati.

<sup>102</sup> Cincinnatian, 1916, pp. 264, 273. Cincinnati: University of Cincinnati.

did not become an important activity in connection with the University.

In 1927 it was decided to have a Freshman Week Committee to plan a series of activities for first-year students during the first week of their initial year on the campus. After that week the orientation of freshmen was to be entrusted to the Men's Guidance Committee and the Women's Guidance Committee.<sup>102</sup> This has now become an annual affair.

September 9-12, 1932, the Y. M. C. A. carried out a Freshman Camp Conference program at Camp Meacham, Mentor, Kentucky. During the three-day conference approximately seventy-five freshmen were introduced to the University activities, organizations, and student government, by speakers from both the student body and the faculty.

Introduction to the Study of Civilization.--As a means of introducing freshmen to the various fields of knowledge which they must pursue in the College of Liberal Arts, a general survey course has been arranged and is offered each year by several staff members for all first-year students. The course, which is listed

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<sup>103</sup>

The New Collegian, V. 1, pp. 5-13. Cincinnati:  
The New Collegian, University of Cincinnati, 1931.



as "Civilization A"<sup>104</sup> is given the following description in the announcement of the College of Liberal Arts:

A descriptive introduction to those sciences which treat of the origin, nature, types, and functions of the major institutions of human society, together with consideration of the important social problems that have arisen out of human association and relations. Civilization A is a prerequisite to all courses in the Departments of Economics, History, Political Science, and Sociology.

The practice of offering such a course in universities is quite common, according to Reeves and Russell, but is considered by them as being in the experimental stage.<sup>105</sup>

Department of Co-ordination.--The department of co-ordination of the College of Engineering and Commerce and the School of Applied Arts has much to do with the adjustment of students after they have entered upon half-time employment in industry, and this department is also concerned with the general problems of orientation.

A co-ordinator of each curriculum takes first year students on trips of inspection to industrial plants to gather material for class discussion. This serves as

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<sup>104</sup>University of Cincinnati Record, Ser. 1, V. 28, No. 2, Pt. 2, p. 50. Cincinnati: University of Cincinnati, 1932.

<sup>105</sup>F. W. Reeves and J. D. Russell, College Organization and Administration, pp. 116-117. Indianapolis: Board of Education, Disciples of Christ, 1929.

an opportunity for new students to become acquainted with the conditions under which commercial and manufacturing plants operate and also with the conditions under which they will work when they have become "co-ops".<sup>106</sup>

The Development of the Various  
Colleges, 1912-1936

Development in the McMicken College of Liberal Arts.--

The College of Liberal Arts is theoretically the oldest department of the University of Cincinnati. It was used as a basis in the formation of the University, although some units that later became connected with the institution were in existence before. As the University grew in size and scope the College of Liberal Arts gradually separated from the other departments, forming a separate College connected with the University.

Co-operative Activities of the College of Liberal Arts.--During 1913 a number of co-operative activities were entered into by the College of Liberal Arts, thereby extending its service and field of instruction. External courses were given at the Western Hills Branch Library, the University School, the Cincinnati Public

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<sup>106</sup> University of Cincinnati Record, Ser. 1, V. 27, No. 4, pp. 65-66. Cincinnati: University of Cincinnati, 1931.

Library, the Washburn School, the Covington Public Library, the Newport High School. A second field of co-operation was entered into with the establishment by the Political Science Department of the Municipal Reference Bureau with the co-operation of the city administration. Farther reaching was the work of the Department of Social Science in its co-operative relations with the City Department of Charities and Corrections, Union Bethel, Associated Charities, the Juvenile Court, the Jewish Settlement, the Anti-tuberculosis League, and the City Hospital. The biological department promoted the Bird Reserve, conducted school gardening courses for the public schools, and co-operated with the Zoological Garden.<sup>107</sup>

The Liberal Arts College and the World War.--As with practically all other colleges of the country, several adjustments were made in the College of Liberal Arts by reason of conditions arising from the World War. Certain evening classes were dropped because the instructors had gone to war, while others were discontinued for lack of a sufficient number of students. Courses dropped included biology, chemistry, elementary German (probably because of national antagonism), analytics, calculus, business

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<sup>107</sup> University of Cincinnati Record, Ser. 1, V. 10, No. 3, p. 8. Cincinnati: University of Cincinnati, 1913.

psychology, international law, and the French revolution. New courses were offered in the evening classes, these being, philosophy and the war, recent American history, and theories of evolution and their influence on modern thought.

In the external classes such courses were offered as, principles and methods of Americanization, the nations at war, evolution, studies in the cosmic, dramatic theory and practice, social thought in contemporary fiction, general principles of physical geography, and race psychology.

On the whole, courses which were related directly or indirectly to the topics of greatest interest in war time were given places of prominence.

Additional Expansion of the College of Liberal Arts.--

The Woman's building, first occupied in 1916, contains recreation and rest rooms as well as a gymnasium and pool. In 1916 the chemistry department was moved from one of the older buildings into the Chemistry building. In 1931 Teachers College moved out of McMicken Hall into its own building, where certain courses counting toward Liberal Arts degrees are offered. The Wilson Memorial Auditorium for dramatic productions and assemblies was dedicated in 1931. The biology departments were moved into the Biology building in 1932. The physics department was moved out of Cunningham Hall into the Physics

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building near the close of 1932.

The increase in the number of students was slow until after 1890. Starting with fifty-eight students in 1873, the College of Liberal Arts had an enrollment of only ninety-five in 1890. Thirteen of these received degrees that year.<sup>109</sup> The new impetus given to the University was responsible for a rapid increase in enrollment during the next decade. In 1920 the number of students was 1,681 with 109 graduates.<sup>110</sup> In 1930 there were 2,296 students, 159 receiving degrees.<sup>111</sup> In 1934, in the midst of the depression, there were 1,992 students, with 173 receiving the B. A. degree.<sup>112</sup> According to the registrar's data there were 192 B. A. degrees in 1936 and the registration in November was 1195.

General Regulations of the College of Liberal Arts.--  
Recently the College of Liberal Arts has been penalizing

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<sup>108</sup> University of Cincinnati Record, Ser. 1, V. 28, No. 2, Pt. 2, pp. 12-13. Cincinnati: University of Cincinnati, 1932.

<sup>109</sup> Twentieth Annual Report of Directors, University of Cincinnati, pp. 18-19. Cincinnati: Commercial Gazette Job Printing Co., 1891.

<sup>110</sup> University of Cincinnati Record, Ser. 1, V. 17, No. 3, pp. 305-310, 395-398. Cincinnati: University of Cincinnati, 1921.

<sup>111</sup> Ibid., V. 26, No. 3, Pt. 1, pp. 365, 526. 1930.

<sup>112</sup> Report of the President, University of Cincinnati, pp. 43-44. Cincinnati: University of Cincinnati, 1935.

students for excessive absences, according to the following schedule:<sup>113</sup>

- 1-9 excessive absences a semester - 1 credit extra to graduate.
- 10-19 excessive absences a semester - 2 extra credits.
- 20-29 excessive absences a semester - 3 extra credits.
- 30-39 excessive absences a semester - 4 extra credits.
- 40-49 excessive absences a semester - 5 extra credits.

Freshmen are required to attend weekly convocations.

Absence from convocations is counted the same as an absence from a one-credit course.

The scale of marks for recording grades is as follows: A, 90-100; B, 80-89; C, 70-79; D, 60-69; which is a passing mark; F, 0-59, failed; AB, absent from examination; W, withdrawn officially; INC, a special deficiency, its nature to be specified by the instructor. The marks AB and INC will lapse into F if not removed within a year. Final examinations are required of all, and absence from an examination deprives one of the privilege of taking the examination until the next mid-semester period or at the end of the next semester.

Students who made passing marks in less than twelve hours are placed on probation until they average C. Students are restricted in the amount of work taken the

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<sup>113</sup>University of Cincinnati Record, Ser. 1, V. 28, No. 2, Pt. 2, p. 28. Cincinnati: University of Cincinnati, 1932.

next term if they do not pass in twelve hours or average C. Special or irregular students must make a mark of at least D in each course taken or an average of C to keep off the probation list. Students on probation are required to abstain from "student activities". Probation may be removed by passing the courses or making an average of C. Those carrying eight hours or more must make D in half the work carried or leave the University. Students dismissed because of low marks are permitted to return only after taking in an approved summer school such work as the dean prescribes. Freshmen dropped because of poor scholarship cannot be re-instated without passing an examination in the eight prescribed entrance units or by attending an approved summer school.<sup>114</sup>

Regulations, Liberal Arts College, 1936.--On May 10, 1935 the Liberal Arts Faculty adopted a new curriculum, and on January 10, 1936 determined that this new curriculum should apply to freshmen entering the College in September, 1936 and to all students thereafter. The provisions regarding junior and senior years were to be applied to students becoming juniors in the autumn of 1936.

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<sup>114</sup> University of Cincinnati Record, Ser. 1, V. 28, No. 2, Pt. 2, pp. 28-29. Cincinnati: University of Cincinnati, 1932.

The regulations provide that for the degree of Bachelor of Arts a student must meet seven requirements:<sup>115</sup>

1. He must complete 20 courses - a course consisting of the continuous study of a single subject throughout the year in extent and difficulty sufficient to occupy about one-fifth of a student's time and energy. From six to nine courses must be selected from prescribed groups in the freshman and sophomore years. At least six courses must be chosen under the direction of the student's adviser during the junior and senior years, while four courses during these years may be electives.

2. He must maintain in the twenty courses an average of at least C.

3. He must take the prescribed course in physical education, or one year of training in the National Guard.

4. He must pass a required course of Senior Readings, and must pass a comprehensive examination in his field of concentration.

5. He must spend at least the last year of work required for his degree in residence at the University of Cincinnati, unless he has spent the first three years in residence at the University.

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<sup>115</sup> University of Cincinnati Record, Ser. 1, V. 32, No. 2, Pt. 3, pp. 29-30. Cincinnati; University of Cincinnati, 1936.



6. He must file in the Registrar's office before December 15 of his senior year a formal application for his degree.

7. He must be present on Commencement Day.

The faculty has provided that degrees may be granted in three classes, - the ordinary degrees, degrees with honors in the field of concentration, degrees with high honors in the field of concentration.

All freshmen are assigned to advisers by the Chairman of the Advisory Committee. For the second semester the student registers with his adviser. Usually the one thus selected continues to guide the student during the sophomore year, although it is possible to change advisers if the Chairman of the Advisory Committee approves the change. When a student enters college it is the duty of the adviser to assist him in properly registering. The freshman must have his program card approved before the date set for registering. The heads of the departments serve as major advisers for juniors and seniors. At least three weeks before Commencement each major adviser shall send to the Dean a tentative list of names recommended for honors or high honors. A committee will then act on these recommendations and degrees be conferred in accordance with their action.<sup>116</sup>

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<sup>116</sup>  
- University of Cincinnati Record, Ser. 1, V. 32, No. 2, Pt. 3, pp. 24-33. Cincinnati: University of Cincinnati, 1936.

Special and Combined Programs.--<sup>117</sup> Besides the regular program leading to Bachelor of Arts degree, there are special and combined programs offered.

There is a pre-teaching program covering four years, leading to the degree of Bachelor of Science in Education, this program being harmonized with the requirements of Teachers College of the University.

A pre-legal program consists of two years work preparatory to entering the Law School. Special pre-medical courses have been arranged in connection with the summer school.

Five combined programs are offered:

1. A five-year combined liberal arts and teaching program, leading to appropriate professional degrees and teachers' certificates.
2. Combined liberal arts and legal program, leading to the completion of the law course essential to securing the degree of LL. B.
3. Seven-year combined liberal arts and medical program, leading to degrees of B. S., and B. M., granted upon the joint recommendation of the faculties of the Colleges of Liberal Arts and Medicine.
4. Five-year combined liberal arts and nursing program, leading to the degree of B. S.
5. Six year combined liberal arts and evening commerce program, leading to the degree of B. S. in Commerce.

The College of Liberal Arts aims to give a broad cultural background for the more definitely professional work in various fields and at the same time give such preparatory work as can be offered in academic fields.

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<sup>117</sup>University of Cincinnati Record, Ser. 1, V. 32, No. 2, Pt. 3, pp. 34-36. Cincinnati: University of Cincinnati, 1936.

Appointment of a Dean of Men.--In 1936 an important office was established in the College of Liberal Arts. This was the deanship of men. According to his own statement, the duties of the dean of Men "encompass the counseling of fraternities, independent groups, and extra-curricular activities; the counseling of individual students in educational, vocational, and personal matters; and, last, the direction of the program for freshman orientation".<sup>118</sup>

The Place of the Liberal Arts College in the University.--The trends toward reorganization of education and the tendency of educational thinkers to inquire into the function of institutions now in existence, has led to questions concerning the future of liberal arts colleges in American education. Some maintain that such colleges will be unable to survive, others consider that they still have an important place with a modified or adjusted program.

The McMicken College of Liberal Arts in connection with the University of Cincinnati seems to have a well established place for it is serving a purpose in promoting educational ideals and efficiency in connection with other branches of the University. The policy seems to be one of holding intact the four-year college and co-operating in practical ways with the other colleges of the University to

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<sup>118</sup> Arthur S. Pestle, Letter, November 3, 1936.

promote educational efficiency. Some educators regard a three-year liberal arts study as sufficient,<sup>119</sup> but there is no tendency to adopt such a procedure at Cincinnati. With the exception of engineering, the College of Liberal Arts is depended on to give the foundational instruction. The amount of liberal arts training offered varies with the professional and academic program that is to follow. Usually two years of liberal arts work precedes the professional courses, while the College of Law recommends three years of liberal arts courses and that amount is required for entrance to the College of Medicine.<sup>120</sup> A baccalaureate degree is prerequisite to entrance to the Graduate School. For the next several years at least, it may be expected that the College of Liberal Arts will continue to offer preparatory and cultural courses and a certain amount of training with a vocational aim.

#### The College of Law, 1918-1936

A New Formation of the College of Law.--After the union of the Cincinnati Law School and the University of Cincinnati was dissolved in 1911 there was no law department in the University. However, in 1916, Alfred B. Benedict, who had been active in the organization of the University's first law department, once more turned his attention to his ambitious objective. This time he worked

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<sup>119</sup>W. E. Byers, "Is the American College Still Needed," School and Society, XXVIII (December 1, 1928), 673-675.

<sup>120</sup>University of Cincinnati Record, Ser. 1, V. 28, No. 2, Pt. 4, p. 24. Cincinnati: University of Cincinnati, 1932.

energetically to secure a transfer of shares of the Cincinnati College and by 1918, with a majority of shares held by the University, a new contract was entered into whereby the Cincinnati Law School became the College of Law of the University.<sup>121</sup>

The Law School or College of Law was moved to the old University building on the McMicken property,<sup>122</sup> and when the Alphonso Taft Hall was completed in 1925 on the University campus the College of Law was transferred to this building.<sup>123</sup>

When the new contract was entered into with Cincinnati College in 1918 the following provisions were adopted:<sup>124</sup>

1. Certificates of stock of Cincinnati College were to be delivered to William Worthington, in trust, to be assigned by the University Board of Directors provided the agreement was signed by shareholders within six months, otherwise they were

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<sup>121</sup> University of Cincinnati Record, Ser. 1, V. 16, No. 5, pp. 166-167. Cincinnati: University Press, 1919.

<sup>122</sup> Record of Minutes, University of Cincinnati, 1919-1922, V. 10, p. 231.

<sup>123</sup> College of Law, University of Cincinnati, Dedication of Alphonso Taft Hall, Address by William Howard Taft, p. 1. Cincinnati: University of Cincinnati, 1925.

University of Cincinnati Record, Ser. 1, V. 30, No. 2, Pt. 1, p. 8. Cincinnati: University of Cincinnati, 1934.

<sup>124</sup> University of Cincinnati Record, Ser. 1, V. 16, No. 5, pp. 166-167. Cincinnati: University of Cincinnati, 1919.  
F. C. Hicks, Interview, October 26, 1932.

- to be reassigned and delivered by the said William Worthington to the assignors.
2. The Board of Directors promised : (1) to continue the law school and maintain as high standards, or higher, than now obtain--three years of law, at least one being at this University, leading to the LL. B. degree; (2) to employ enough faculty members -- three not to practice law while on the faculty; (3) to cause the trusts imposed upon the Cincinnati College by the wills of Rufus King, Mary Dexter, John R. Saylor, and by gifts of Betty Wald and Richard H. Wald and George Wood Logan to be faithfully and fully performed and executed; (4) to cause all new income from Cincinnati College and all tuition to be used for the law school; (5) to appropriate \$13,000, other than by taxation, annually by the University.

The relationship between the University and the College of Law, while workable, was not entirely satisfactory. This was greatly improved in 1925 and 1926. President Hicks of the University secured reorganization of the College, and arrangements were made to employ a full time faculty and unite the College and University more closely. In 1926 Merton L. Ferson of the University of North Carolina was made dean of the College of Law. Thus, after many years, a practical merger was realized by common consent and approval which could not be brought about earlier by reason of numerous technicalities.

Admission to the College of Law.--The College of Law required for entrance, sixty hours of liberal arts credit, excluding credit in physical education, hygiene,

and military science. It is recommended that three years of college work be taken before entering law study, and when the candidate does not have a degree the quality of his liberal arts work is carefully scrutinized before he is admitted to the College of Law.<sup>125</sup> Since the opening of the Taft Hall in 1925 the College has enjoyed a steady and healthy growth.<sup>126</sup>

Present Facilities.--The Alphonso Taft Hall provides classrooms, offices, a reading room, a stackroom, and a room for the practice court.

The College of Law is aided materially by various endowment funds, including: the fund created by the will of Professor Rufus King for the endowment of the Rufus King Chair; the fund provided by Mrs. Betty Wald and Richard Wald for the support of the Gustavus Henry Wald Professorship of the Law of Contracts; and the fund provided by Mrs. Edith H. Smith for the support of the Rufus B. Smith Law Library, established as a memorial to Judge Rufus B. Smith. The library contains about 25,000 volumes including a complete set of English Reports and

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<sup>125</sup> University of Cincinnati Record, Ser. 1, V. 25, No. 2, Pt. 1, p. 11. Cincinnati: University of Cincinnati, 1932.

<sup>126</sup> "Relation of the Law School and the University," Cincinnati Alumnus, V. 5, No. 3 (March, 1933), 10. Cincinnati: Alumni Office, University of Cincinnati.

the reports of the highest courts in all the American states, together with the principal English and American digests, legal encyclopedias, collections of annotated cases, textbooks, and legal periodicals.

With these facilities, and with an experienced trial judge to conduct the practice court and a strong faculty of men schooled in both theory and practice of law, the College ranks well among the best law schools of the nation.<sup>127</sup>

Background of the Professional Curriculum.--Legal study is now in the third stage of its development. The first stage was an outgrowth of the apprentice system. Students were required to read a prescribed list of books, supplemented by lectures which were taken down verbatim and memorized. Notes on lectures constituted the student's textbooks when he went forth to practice.

During the next stage of legal study students were taught from textbooks which were, for the most part, practitioners' guides. Philosophical jurisprudence was emphasized. The academic lectures took the form of general surveys of the legal system, such as Blackstone's and Kent's Commentaries.

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University of Cincinnati Record, Ser. 1, V. 28, No. 2, Pt. 1, pp. 8-10. Cincinnati: University of Cincinnati, 1932.



After the Civil War a third stage developed with the attempt to systematize the law. Analytical and historical jurisprudence superseded the philosophical procedure of the earlier period.<sup>128</sup>

Langdell, of Harvard, introduced the case system in 1870; which is a method of critical, analytical, and historical study of the original and authoritative legal materials, with a view to mastery of the Anglo-American legal system. This system was introduced at the Cincinnati Law School because of its successful operation at Harvard.

The aims of the College of Law are "to train students thoroughly in the principles of the common law, to develop their power of legal reasoning, and to teach the fundamentals of practice." The case system is considered to be adequate to attain these ends.<sup>129</sup>

The practice court affords students an opportunity to apply their knowledge of procedure in the management of cases similar to those found in regular courts. The workings of the practice court are as follows :<sup>130</sup>

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<sup>128</sup> R. A. Kent, Higher Education in America, pp. 276-278. Columbus: Ginn and Co., 1930.

<sup>129</sup> University of Cincinnati Record, Ser. 1, V. 30, No. 2, Pt. 1, p. 15. Cincinnati: University of Cincinnati, 1934.

<sup>130</sup> Ibid., V. 30, No. 2, Pt. 1, p. 9. 1934.

The senior students are organized for their court work in firms of two members each. No statement of facts is given out but the testimony of each witness written and furnished to a student impersonating the witness, and counsel are expected to get their information about the case by interviewing each witness. Counsel then file their pleadings and the trial proceeds as in actual court. Students not serving as counsel, sit as jurors. All pleadings, motions, entries, and briefs are drawn by counsel. Whenever possible, students from the College of Liberal Arts act as witnesses and jurors.

Cases may be taken in error or appeal to the Appellate Division, composed of three judges. Counsel must prepare petitions in error, bills of exception, and briefs, and argue the cases before the Appellate Division.

Programs, 1932-1935--For the LL. B. degree, a candidate is required to have sixty hours of credit from an accredited college, plus three years of law study, including 82 semester hours of credit with an average grade of C (65). A student with an LL. B. degree secured with high standing in an approved law school could be admitted in 1932 as a candidate for the LL. M. degree, which required twenty semester hours of advanced study.<sup>131</sup>

Rules for Students in the Law School--In the Law School regular attendance is considered of such importance that absence from a class ten per cent of the

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<sup>131</sup> University of Cincinnati Record, Ser. 1, V. 28, No. 2, Pt. 1, 1932, pp. 11, 14, and V. 30, No. 2, Pt. 1, p. 14, 1934. Cincinnati: University of Cincinnati.

time is equivalent to failing in the class. Examinations in one-semester courses are at the end of each semester, those in two-semester courses at the end of the year. The marking system is : A, excellent; B, good; C, satisfactory; D, fair; E, conditioned; F, failure. A condition may be removed by making a C on re-examination. One must make D in three-fourths of the number of hours carried and attain an average of C or leave the Law School.<sup>132</sup>

Standing of the College of Law.--The College of Law of the University, during its first period of existence, became a charter member of the Association of American Law Schools in 1900, and is now a member of that association. Member schools are required to maintain prescribed standards covering entrance requirements, faculty, courses of study, and library.

The Council on Legal Education of the American Bar Association in classifying law schools of the nation has rated the College of Law of the University of Cincinnati an "approved" school.<sup>133</sup>

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<sup>132</sup> University of Cincinnati Record, Ser. 1, V. 28, No. 1, Pt. 1, p. 14. Cincinnati: University of Cincinnati, 1932.

<sup>133</sup> Ibid., V. 30, No. 2, Pt. 1, p. 10, 1934.

### The Medical College, 1912-1936

The Flexner Report.--The work of Flexner,<sup>134</sup> who visited all the medical schools of the country and reported his findings in 1910, had an important bearing on medical education. The significant facts of the Flexner report are:

- "1. For twenty-five years past there has been an enormous overproduction of uneducated and ill-trained medical practitioners. This has been in absolute disregard of the public welfare.....
2. Overproduction of ill-trained men is due in the main to the existence of a very large number of commercial schools, sustained in many cases by advertising methods through which a mass of unprepared youth is drawn out of industrial occupations into the study of medicine.
3. Until recently the conduct of a medical school was profitable business, for the methods of instruction were mainly didactic. As a need for laboratories has become more keenly felt the expenses of an efficient medical school have been greatly increased. ....Colleges and universities have in large measure failed in the last twenty-five years to appreciate the great advance in medical education and the increased cost of teaching it along modern lines. ...
4. The existence of many of these unnecessary and inadequate medical schools has been defended by the argument that a poor medical school is justified in the interests of the poor boy ..... the excuse hitherto put forward in the name of the poor boy is in reality an argument in behalf of the poor medical school.
5. A hospital under complete educational control is as necessary to a medical school as is a laboratory of chemistry or pathology."

The effect of the Flexner report was the surrender

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<sup>134</sup>R. A. Kent, Higher Education in America, pp. 289-290. Columbus: Ginn and Co., 1930.

of the charters of a number of schools and the strengthening of those schools that remained. The college at Cincinnati had a very high rating, and in 1913, was classed by the American Medical Association as one of the twenty-four institutions in the Class A plus group, nevertheless further improvements were contemplated.

The four million dollar General Hospital was completed in 1915 with funds furnished by the city. This was established for the double purpose of benefiting the citizens from the point of view of good health, and to provide teaching facilities for the Medical College.<sup>135</sup> In 1916 the name "The Ohio-Miami Medical College of the University of Cincinnati" was changed to the "College of Medicine of the University of Cincinnati." In that year the School of Nursing and Health was taken over by the College of Medicine<sup>136</sup> and the following year the city charter provided for both the General Hospital and Medical College to be under the Board of Directors of the University.<sup>137</sup> There had been a system of dual

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<sup>135</sup> University of Cincinnati Record, Ser. 1, V. 26, Pt. 4, pp. 30-31. Cincinnati: University of Cincinnati, 1930.

<sup>136</sup> Record of Minutes, University of Cincinnati, 1914-1918, V. 9, p. 386.

University of Cincinnati Record, Ser. 1, V. 16, No. 5, p. 131. Cincinnati: University of Cincinnati, 1919.

control which was not entirely satisfactory, and this move was designed to prevent needless wrangling and eliminate complications in the administration of affairs.

The city charter of 1917 listed the following regulations concerning the Medical College:

1. The administrative and executive work is controlled by the Director of Public Safety.
2. Medical teaching and nursing is under the Directors of the University.
3. The Superintendent of the Hospital is not under civil service rules and shall be appointed by the Director of Public Safety with the approval of the Directing Medical Staff. He may appoint and remove non-medical officers subject to civil service rules.
4. The Directing Medical Staff consists of the Superintendent of the Hospital (Dean of the Medical Faculty), and Director of Service of the several professional departments.
5. The Board of Directors appoints to the Directorship of each department of the Hospital a professor from the corresponding department of the University.
6. Appointment of subordinates on the medical staff is to be made by the Directing Medical Staff with the approval of the Directors of the University.
7. The Directing Medical Staff is to direct the teaching, permitting any Medical College recognized by the Medical Board of Ohio to use the Hospital for instructional purposes.
8. The Director of the School of Nursing and Health shall be appointed by the Board of Directors of the University.
9. The Director of the School of Nursing is Director of the Nursing Department of the Hospital.

Establishment of Graduate Courses in Medicine.--While few medical graduates in the nineteenth century served

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University of Cincinnati Record, Ser. 1, V. 16, No. 5, pp. 171-173. Cincinnati: University of Cincinnati, 1919.

periods of intern~~ship~~ in hospitals, by 1920 several of the best medical colleges required at least one year as an interne, this being considered essential in one's preparation for service as a physician. Furthermore, the long period of study in medical colleges resulted in a demand for continued growth in medical science, with a desire to give academic recognition for research in the form of degrees.

In 1920 the Council of Medical Education made an inquiry into the possibilities of graduate study leading to the degrees of M. S. and Ph. D. in medicine. The Council decided, in 1921, that graduates of Class A medical colleges who had served a year of internship could be admitted to graduate study in the medical sciences.<sup>139</sup>

At Cincinnati provisions were made for graduate study in medicine, with the granting of Master of Science and Doctor of Philosophy degrees.

Funds for Medical College.--The business depression which began in 1920 did not prevent keeping the Medical College at Cincinnati on a high plane of efficiency. The citizens had become accustomed to

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<sup>139</sup> R. A. Kent, Higher Education in America, pp. 312-314, 331-332. Columbus: Ginn and Co., 1930.

raising large sums of money during the World War, and were inclined to respond to appeals; while the University Board of Directors wished to carry out the program initiated the decade before by Christian R. Holmes, Dean of the College, who died before his plans could be fully realized.

From 1920 to 1922 a successful campaign was conducted in which two million dollars was raised to endow the Medical College.<sup>140</sup> Other funds were raised to establish the Christian R. Holmes Memorial Hospital to be conducted by the Medical College for private patients.

Admission to the College of Medicine.— Students who enter the College of Medicine must be vaccinated at the College or present a certificate of successful vaccination, present a certificate issued by the Ohio State Board of Medical Examiners, pass the aptitude test for medical students prepared by the Committee of the Association of American Medical Colleges, and present evidence of having successfully completed certain college work. In 1932 two years of college work was required, including:<sup>141</sup>

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<sup>140</sup> Record of Minutes, University of Cincinnati, 1923-1926, V. 11, pp. 18, 66, 80, 180-181.

<sup>141</sup> University of Cincinnati Record, Ser. 1, V. 28, No. 2, Pt. 4, pp. 34-35. Cincinnati: University of Cincinnati, 1932.



Chemistry, sixteen hours.

Zoology or general biology, eight hours (four to consist of laboratory work).

General physics, eight hours.

English, six hours.

Language, six hours (or demonstrated ability to read fluently French, German, Spanish, or Italian).

Embryology, four hours.

In 1934, the amount of college work required for admission to the College of Medicine was increased to ninety hours of credit.

Present Facilities of the Medical College.--The following buildings, equipment, and institutions are available for the use of the faculty and students of the Medical College:

1. The Cincinnati General Hospital, consisting of twenty-four interconnected buildings.
2. The Pathological Institute housing the departments of pathology and bacteriology and containing laboratories, classrooms, an amphitheatre, a post-mortem room, and animal hutches.
3. The College building which houses the administrative offices and the department of anatomy, physiology, bio-chemistry, pharmacology, and preventive medicine together with their classrooms, lecture rooms, and a large assembly hall.
4. The Holmes Hospital, providing for the care of private patients, its professional privileges being restricted to the faculty of the College of Medicine.
5. Hamilton County Tuberculosis Sanitorium where juniors spend one-half day a week for a semester.
6. The Children's Hospital, the Dean of whose staff is professor of pediatrics of the Medical College.
7. The Pediatric Foundation, a gift of William Cooper Proctor to the Children's Hospital.
8. The Bethesda, the Christ, the Deaconess, the Good Samaritan, the Jewish, and the St. Mary's hospitals, the staff of each including members of the Medical College Faculty.
9. The Longview Hospital for the Insane, where

- classes in psychiatry are conducted in January, February, and March.
10. The facilities of the Council of Social Agencies.
  11. The Library of the College of Medicine, including the Dandridge Memorial Library, established in 1911 by Lena Dandridge in memory of Dr. N. P. Dandridge; the Whittaker Medical Library, presented by the late Professor James T. Whittaker; the Seely Library, presented in memory of Professor W. W. Seely; the Eichberg Library, presented by Mrs. Joseph Eichberg in memory of her husband; the collection of the Library Association of Cincinnati; the Christian R. Holmes Library, presented by Mrs. C. R. Holmes; the Walker Library, the gift of Mrs. Edward W. Walker; the Charles Seth Evans Library, the gift of Mrs. Clara E. Evans.
  12. The Library of the Cincinnati General Hospital.
  13. The University Library.
  14. The Lloyd Library, the private library of Dr. John Uri Lloyd and the late O. G. Lloyd.
  15. The Charles R. Fischer Library, established in the department of physiology by Dr. Martin H. Fischer.
  16. A portion of the Baldwin Endowment Fund, used for the aquisition of Volumes of medical research.<sup>142</sup>

#### College of Engineering and Commerce, 1912-1936

By the year 1912 the co-operative plan was in working order in the College and its importance as an educational step was growing. Gradually the number of students in the four-year course decreased while the number of co-operators increased. The progress of the plan from 1910 until the United States entered the World War is indicated by the following data:

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<sup>142</sup> University of Cincinnati Record, Ser. 1, V. 28, No. 2, Pt. 4, pp. 32-33. Cincinnati: University of Cincinnati, 1932.

| Year    | Students in the<br>Four-year Course | Co-ops | Co-operative<br>Firms |
|---------|-------------------------------------|--------|-----------------------|
| 1910-11 | 56                                  | 176    | 46                    |
| 1911-12 | 48                                  | 239    | 55                    |
| 1912-13 | 44                                  | 294    | 68                    |
| 1913-14 | 30                                  | 376    | 73                    |
| 1914-15 | 34                                  | 424    | 75                    |
| 1915-16 | 36                                  | 441    | 82                    |
| 1916-17 | 27                                  | 473    | 86                    |

The Engineering College and the World War.--The progress toward the elimination of the regular four-year program and the adoption of the co-operative system throughout the College was checked by the entrance of the United States into the World War. The co-operative plan was discontinued during the last four months of the war, because of low enrollment and the fact that the Engineering College was using virtually all of its facilities in the interests of the United States army. Co-operation was resumed in January, 1919.<sup>143</sup>

The Engineering College was placed at the disposal of the federal War Department immediately after the declaration of war. Military drill and military engineering were introduced at once. Instruction was given in

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<sup>143</sup>

University of Cincinnati Record, Ser. 1, V. 15, No. 1, p. 10-11. Cincinnati: University of Cincinnati, 1919.

military road building, electricity, auto mechanics, bridge erecting, building fortifications, trench work, erection of power plants, and metallography. Lectures were given on the production of munitions, and the preparation of fertilizers, explosives, sulphuric acid, and nitric acid.<sup>144</sup>

Merger of the Colleges of Engineering and Commerce.-- President Schneider/reasoned that as engineering represents the production side and commerce the distribution side of economic affairs, that it would be practical to merge the colleges of Engineering and Commerce. After careful consideration, the merger was brought about, and beginning with the fall of 1920 the University of Cincinnati had the very unique College of Engineering and Commerce.

At this time so few students wanted the regular four-year program that the entire college was placed on a co-operative basis with 950 students (including seven women) and 150 co-operating firms.<sup>145</sup>

The Plan of Study.--The work for the students in the first and second years in the engineering and commerce departments was practically the same. Freshmen

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<sup>144</sup> University of Cincinnati Record, Ser. 1, V. 13, No 3, pp. 8-10. Cincinnati: University of Cincinnati, 1917.

<sup>145</sup> Ibid., V. 17, No. 1, p. 11. 1921.

took trigonometry, algebra, analytics, statistics, engineering drawing, and English; sophomores studied differential and integral calculus, dynamics, physics, and English. Variations were provided for civil and metallurgical engineering students, these two groups being required to take quantitative analysis during the summer following the first year. Civil engineering students attended the University full time from January 15 to April 15, and worked on roads, bridges, etc. full time during the summer. Each department (mechanical, civil, electrical, chemical, and commercial engineering) had a co-ordinator dealing with problems of wages, transfers, and jobs. The co-ordinator conducted trips to commercial plants and used the information gained therefrom in class discussions. In the classes there were written papers, public speaking, and discussions of the development and growth of trades, research in marketing, finance, accountancy, and business management.<sup>146</sup>

The plan of the College of Engineering and Commerce has continued to be that of adapting courses of study to actual conditions so that students may directly apply

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<sup>146</sup>  
University of Cincinnati Record, Ser. 1, V. 17,  
No. 1, pp. 25-31. Cincinnati: University of Cincinnati,  
1921.

their acquired knowledge to real life problems.

Institute of Scientific Research.--From the time of its origin, Cincinnati was prominent as an industrial and commercial center. It was favorably situated to become a great industrial city, and its citizens were ambitious to promote industrial enterprises. Although it has since been outstripped in population and manufacturing by several other cities it is still the center of a great industrial area, and it was felt that the city's university might serve a big need in conducting industrial researches. Many of the manufacturing plants are too small to conduct basic research and the University undertook this work with the organization of the Institute of Scientific Research in 1920.

Any basic industry may establish and maintain co-operatively research laboratories under University direction. In 1921 the Leather Research Laboratory was established and is supported by the Tanners Council of America. Its purpose is to discover the laws underlying the manufacture of leathers, starting with the original hide, and covering its curing, soaking, unhairing, and tanning.

The Commercial Club in Cincinnati undertook to secure a comprehensive survey, begun in 1924, for the purpose of determining what types of industries are best

suited to the district. The survey was to discover the extent of raw materials available within a radius of about 350 miles of Cincinnati. This survey could not be conducted by the Commercial Club without much assistance, and an appeal was made to the University, with the result that the department of geology and the College of Engineering and Commerce took care of the details, securing the information desired.

The research work done in various lines has become an important part of the activity of the College of Engineering and Commerce.

The Lithographic Laboratory was established with the support of the Lithographic Technical Foundation, an association with plants in Canada and the United States. This laboratory conducts research in chemistry, physics, and engineering in their relation to lithographic processes. In 1925 the Baldwin Piano Company contributed \$1800 to pay the salary of an investigator and \$1800 a year for three years for equipment to be used in sound research. Researches in cellular behavior, begun in 1927, interested several corporations to the extent that they contributed funds to be used in further investigation, especially of foods. This led to important co-operative

activity with the General Foods Corporation.<sup>147</sup>

Partial Suspension of the Co-operative System.--

Because of the recent business depression, it became increasingly difficult to find work for co-operating students. This led to a partial suspension of the co-operative system, the College of Engineering and Commerce announcing that such suspension would be only temporary.<sup>148</sup> At the present time, while the University does not guarantee employment, there are 220 co-operating firms and the plan is being used more generally than it was a few years ago.<sup>149</sup>

Curriculums in Engineering.--The principal undergraduate curriculums offered in most engineering colleges are civil, mining, mechanical, electrical, and chemical engineering.<sup>150</sup> Cincinnati not only offers these but

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<sup>147</sup> Record of Minutes, University of Cincinnati, 1923-1926, V. 11, pp. 151-152, 217-219, 236, 369, 471; 1927-1930, V. 12, pp. 35, 58, 242, 393-394, 497-498, 851-875.

University of Cincinnati Record, Ser. 1, V. 27, No. 4, pp. 15, 66-67. Cincinnati: University of Cincinnati, 1932.

<sup>148</sup> "University Suspends Regular Co-op Plan," Bearcat, V. 11, No. 1 (September 12, 1932), 1.

<sup>149</sup> University of Cincinnati Record, Ser. 1, V. 31, No. 1, Pt. 2, pp. 22-23. Cincinnati: University of Cincinnati, 1935.

<sup>150</sup> R. A. Kent, Higher Education in America, pp. 229-238. Columbus: Ginn and Co., 1930.



extends the program to include all phases of both production and distribution. The wisdom of such a procedure has been emphasized by the depression which has shown that industrial leaders need to be trained to think in terms of production, distribution, and consumption, so that science rather than chance might rule in our economic system.

Programs Offered in 1934-1935.--The College of Engineering and Commerce offers to its students an extensive list of programs from which to choose a type of study best suited to the individual.<sup>151</sup>

1. A five-year co-operative<sup>program</sup> in aeronautical engineering, including the fundamentals of aircraft and aircraft engine design.

2. A five-year co-operative program in chemical engineering, involving the fundamentals of engineering together with the special sciences requisite for the development, design, operation, or maintenance of processes, machinery, and plants related to the profession. Two options are given, one in metallurgy and the other in bio-physics.

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<sup>151</sup>University of Cincinnati Record, Ser. 1, V. 30, No. 1, Pt. 3, pp. 23, 25, 28, 36, 40, 41, 43, 49, 53, 56. Cincinnati: University of Cincinnati, 1934.  
Ibid., V. 31, No. 1, Pt. 2, p. 23. 1935.

3. A five-year co-operative program in civil engineering. The aim of this course is to equip one to aid in the design and construction of bridges, steel and reinforced concrete buildings, and other structures; the construction of railways, highways, sewers, pavements, water supply and water power projects; and to train one to supervise work in the fields of mining, architecture, and general contracting. During the fourth and fifth years there is an optional program in municipal service, for the purpose of training men for leadership in the improvement of city government.

4. A five-year co-operative program leading to the degree of Bachelor of Business Administration. The objectives of this course are: (1) to give the students a broad conception of business as a means of organizing production, distribution, and consumption; (2) to present the basic facts relating to the material and social environment; and (3) to assure a working knowledge of economics. The aim is not to give the details of any one kind of business but to dwell upon the basic principles of business, and to help men and women understand economic movements sufficiently well to solve problems of business.

5. A five-year co-operative program of commercial engineering, designed to give a broad type of education

enabling students to understand general engineering problems as well as the problems of business. The aim is to give training in the carrying out of specific activities involved in industry and in the organization and management of industrial operations.

6. A five-year co-operative program in geological engineering. This is a departure from the ordinary training usually given a geologist. The subject of geology itself is not introduced until the third year. An effort is made to give students a comprehensive knowledge of the earth, also training in mining operations and in the utilization of natural resources.

8. A five-year co-operative program in mechanical engineering.

9. Graduate programs leading to Masters' and Doctors' degrees, this work being administered through the Graduate School.

Department of Co-ordination.--With students under the co-operative system spending a part of their time in industry there is a continuous problem in respect to adjustment. The College of Engineering and Commerce has devised a plan to solve such problems as arise. The essentials of the plan are revealed in the words of the

following announcement.<sup>152</sup>

The department of co-ordination is responsible for the smooth and successful operation of the co-operative courses in the industries. All questions regarding wages, transfers, and changes of jobs are handled by this department. There is a co-ordinator for every course - mechanical, aeronautical, electrical, civil, commercial, architectural, chemical, metallurgical, and geological engineering, also co-ordinators for women students - and these co-ordinators confer with the employers in planning the course in the practical work so that students get a logically and carefully arranged training.

Marking System Used in Engineering and Commerce and Applied Arts.--According to the records of the registrar, students taking courses in engineering and commerce or applied arts are rated in scholarship from 0 to 5.5, which has the following significance:

|     |        |                                     |
|-----|--------|-------------------------------------|
| 5.5 | equals | 96-100                              |
| 5   | equals | 90- 95                              |
| 4.5 | equals | 86- 90                              |
| 4   | equals | 80- 85                              |
| 3.5 | equals | 76- 80                              |
| 3   | equals | 70- 75                              |
| 2.5 | equals | 66- 70                              |
| 2   | equals | 60- 65                              |
| 1.5 | equals | 56- 60 (condition)                  |
| 1   | equals | 50- 55 (condition)                  |
| 0   | equals | 0- 49 (failure)                     |
| ab  | equals | absent                              |
| 2   | equals | passing average for freshmen        |
| 2.5 | equals | passing average for sophomores      |
| 3   | equals | passing average for upper classmen. |

All conditions and failures in a student's term

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<sup>152</sup> University of Cincinnati Record, Ser. 1, V. 27, No. 4, p. 65. Cincinnati: University of Cincinnati, 1931.

marks are automatically removed when a final mark is passing or when a condition is removed.

Admission to the College of Engineering and Commerce and the School of Applied Arts.--Candidates for admission must be not less than seventeen years of age, having graduated from an accredited high school with at least fifteen acceptable credit units, distributed as follows:<sup>153</sup>

English, 3  
Algebra, 1  
Plane Geometry, 1  
Solid Geometry,  $\frac{1}{2}$  (not necessary in business administration)  
History, 1  
English, mathematics, language, history, physics, chemistry, zoology, botany, physical geography, commercial geography, astronomy, or physiology,  $5\frac{1}{2}$  units, or 6 units if solid geometry is not presented.  
Electives, 3

With the exception of Columbia, Dartmouth, Pennsylvania, and Yale, no college of engineering in this country has higher entrance requirements than does Cincinnati.<sup>154</sup>

#### The Teachers College, 1913-1936

Reorganization of the Teacher Training Programs, 1913.--<sup>155</sup>

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<sup>153</sup>  
University of Cincinnati Record, Ser. 1, V. 31, No. 1, Pt. 2, p. 16. Cincinnati: University of Cincinnati, 1935.

<sup>154</sup>R. A. Kent, Higher Education in America, p. 211. Columbus: Ginn and Co., 1930.

<sup>155</sup>  
Annual Report, University of Cincinnati, pp. 161-166. Cincinnati: University of Cincinnati, 1912.

According to the 1912 annual report, the Ohio school law and the regulations of the city school system made it advisable to re-organize the programs of the College for Teachers, which had been established in 1905 under the supervision of President Dabney. The rapid development of high schools made it especially necessary to give more attention to the training of high-school teachers.

President Dabney appointed a committee representing the College of Liberal Arts and the College for Teachers to formulate plans. The committee reported April 10, 1913, with suggestions covering curriculums for teachers leading both to the B. S. degree conferred by the College for Teachers and the A. B. degree in the College of Liberal Arts.

To earn a B. S. degree in elementary education a candidate was required to spend two years in each of the two colleges, taking a two-year program in liberal arts prescribed by the College for Teachers after conference with the faculty of the College of Liberal Arts and two years prescribed wholly by the College for Teachers. Those who had completed two years of acceptable liberal arts work in any other accredited college could be admitted to the College for Teachers. Students who secured the A. B. degree and completed a one-year prescribed program in the College for Teachers were granted

Teachers' Diplomas. Arrangements were made independently or in connection with affiliated institutions to offer special two-year curriculums leading to the appropriate Teachers' Diplomas in kindergarten, art, household arts, music, manual training, writing, German, and other special fields.

After the re-organization, the ranking of candidates for positions in the Cincinnati schools was made by the Superintendent of Schools, with the assistance of Dr. Henry S. West, professor of secondary education, and Dr. John W. Hall, professor of elementary education.<sup>156</sup>

Teacher-Training Programs in 1916.--To meet both the state requirements for certification and the local needs, the following programs were offered in 1916.<sup>157</sup>

1. A program leading to the B. S. degree and a state provisional elementary certificate.
2. A program leading to a Teacher's Diploma and to the preferred list in the Cincinnati schools, including one year's work after receiving an A. B. degree.
3. A one-year program in secondary education beyond the requirements for the A. B. degree, leading to a

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<sup>156</sup> University of Cincinnati Record, Ser. 1, V. 11, No. 2, Pt. 3, pp. 134-139. Cincinnati: University of Cincinnati, 1915.

<sup>157</sup> Ibid., pp. 139-144.

Teacher's Diploma and a state provisional high school certificate.

4. A program leading to a B. S. degree, a state provisional special certificate in German, and the preferred list in the Cincinnati schools.

5. A two-year program leading to a Teacher's Diploma, and a provisional special certificate in kindergarten work, and the second preferred list.

6. A two-year program leading to a Teacher's Diploma, a provisional special certificate in art, and the second preferred list in the Cincinnati schools.

7. A two-year program leading to a Teacher's Diploma, a state provisional special certificate in household arts, and the second preferred list.

8. A B. S. degree program leading to a state provisional certificate for teachers of defectives, and the preferred list in the Cincinnati schools.

9. Programs in the Graduate School for prospective supervisors, administrators, critic teachers, and instructors in education.

10. Programs for shop teachers and teachers of gardening to be offered during the following year.

The list of programs shows the greater emphasis placed on training high-school teachers, the tendency to offer education courses during a post-baccalaureate



year following completion of a general cultural curriculum, the training of teachers of defectives reflecting the contemporary psychology of individual differences, and the educational trends toward the offering of courses for training to give more practical instruction.

Developments in the College, 1917-1919.--Co-operative plans of the College of Engineering were reflected in the adoption in 1917 of co-operative student teaching in connection with Teachers College. The holder of a baccalaureate degree was thereafter permitted to spend half-time pursuing education courses and the rest of the time teaching in the city schools at one-half the salary of a beginner in the system.<sup>158</sup>

The School of Home Economics was transferred to the College for Teachers in 1919. Under a new arrangement, a practice house was established for carrying on a part of the Smith-Hughes work in home economics. Teachers trained for the field of home economics were eligible to teach in schools receiving state and federal aid.<sup>159</sup> Through this arrangement, home economics and home economics teacher training were placed under one management.<sup>160</sup>

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<sup>158</sup> Record of Minutes, University of Cincinnati, 1914-1918, V. 9, pp. 502, 638.

<sup>159</sup> Ibid., 1919-1922, V. 10, pp. 18, 37, 98.

<sup>160</sup> University of Cincinnati, Annual Catalogue, pp. 19, 27. Cincinnati: University of Cincinnati, 1919.

In 1912 the programs of the Teachers College were expanded and modified.<sup>161</sup> These modifications were made because of three distinct factors. (1) The Smith-Hughes law served as a basis for teacher-training work in home economics, industrial, and trades education. (2) New demands arose in the public schools for special teachers, such as teachers of physical education, teachers of defectives, etc. (3) Many persons desired to qualify for the A. B. degree, then take advantage of co-operative courses, teaching part time in the Cincinnati schools and completing work for the Graduate Diploma. This plan was preferable to the B. S. degree course which required student-teaching without pay during the fourth college year. The Liberal Arts faculty advised students to take the A. B. degree before entering on their student-teaching activity.<sup>162</sup>

Reorganization of the College for Teachers in 1922.--

L. A. Pechstein, Ph. D., who had been connected with the University of Rochester, became dean of the Teachers College in 1922. The College was reorganized the same

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<sup>161</sup>University of Cincinnati Record, Ser. 1, V. 15, No. 2, Pt. 8, pp. 17-26, 36-38. Cincinnati: University of Cincinnati, 1919.

<sup>162</sup>Annual Report, Board of Directors, pp. 54-59. Cincinnati: University of Cincinnati, 1919.

year and became known as the College of Education, to conform with the practice in many other universities.<sup>163</sup>

The purposes announced for the re-organized college were:

1. To provide technical training for undergraduates.
2. To afford professional study and educational assistance to administrators and teachers.
3. To stimulate and guide research.
4. To provide teachers for the Cincinnati schools.
5. To provide cultural opportunities for all persons interested in education as a major social enterprise.

Three principles were to be carried out in the administration of the College:

1. Teacher training must be on the co-operative plan.
2. The teacher must be both culturally and professionally trained.
3. Teacher training can not be carried to satisfactory completion with standards set below those maintained by the professions of law, engineering, etc.

Five-year programs, consisting of two years of liberal arts work and three years of education, were outlined for teachers in the different fields of specialization, - kindergarten, kindergarten-primary, elementary, high school, hygiene and physical education, home economics, and public school music. Arrangements were made to teach half time during the fifth year, in the Cincinnati schools, at a salary of \$600. The five-

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<sup>163</sup> Record of Minutes, University of Cincinnati, 1919-1922, V. 10, pp. 481, 530.

year program led to the degree of Bachelor of Education. A four-year program was also maintained, and graduate programs leading to degrees.<sup>164</sup> Courses in certain special fields were taken in the Cincinnati Kindergarten Training School, the College of Music, the Conservatory of Music, and the Art Academy, all of which were affiliated with the College of Education.

Recognition Given the College of Education.--Three evidences are herein cited to show the recognition given to the College in recent years.

In 1924, the Phi Delta Kappa, a national honorary fraternity in education, having chapters only in the well-recognized colleges of education, installed the Alpha Iota Chapter at the University of Cincinnati.

Vernon M. Riegel, State Director of Education in Ohio, in 1926 stated that he considered the College of Education of the University of Cincinnati the most efficient teacher training institution in the state, and that the efficient city school system in Cincinnati was due in large part to the effective teacher training work at the University of Cincinnati.<sup>165</sup>

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<sup>164</sup> University of Cincinnati Record, Ser. 1, V. 19, pp. 6, 9, 21-23, 27. Cincinnati: University of Cincinnati, 1923.

<sup>165</sup> Record of Minutes, University of Cincinnati, 1923-1936, V. 11, p. 697.

R. M. Hughes, Chairman of the Committee on Graduate Instruction of the American Council on Education, reported in 1934 that sixty-one American institutions offered work for the doctorate in education. Of these thirty were recognized as having an adequate staff and equipment. Cincinnati was included in the group of thirty.<sup>166</sup>

College of Education Programs, 1926-1928.--In 1926 the College announced five-year programs leading to the degree of Bachelor of Education in the following fields: kindergarten and first grade, primary, intermediate, elementary, junior high school, senior high school, hygiene and physical education, home economics, music,<sup>167</sup> and art.

Two graduate degrees, M. A. in Ed. and Ph.D. in Ed., were of interest to advanced students. For the Master's degree it was necessary to complete twenty-eight semester hours of graduate work, write a thesis and pass a final oral examination. The Doctor's degree required a minimum of seventy semester hours of graduate work, after passing a preliminary examination of seven hours, six hours written

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<sup>166</sup> R. M. Hughes, Report on Graduate Instruction, pp. 13-14. Washington, D. C.: American Council on Education, 1934.

<sup>167</sup> University of Cincinnati Record, Ser. 1, V. 23, No. 2, Pt. 2, pp. 29-43. Cincinnati: University of Cincinnati, 1927.

and one hour oral. The candidate was also required to pass an oral examination in two tools of research (selected from: foreign languages, statistics, or some other type of special training); write an acceptable thesis; pass a final oral examination; and have three years of successful teaching experience.

The fields of specialization in graduate work announced were: elementary education; secondary education; administration; statistics; measurement and field research; supervision of practice teaching; history, principles, and philosophy of education; educational psychology;  
168  
and special types of education.

Admission to Teachers College, 1936.--The catalogue of Teachers College for 1936-1937 states that candidates for admission must have completed two years of acceptable college work in a college of liberal arts. The two years of work must represent a minimum of sixty credit hours and sixty quality points, including six semester hours in general and educational psychology. Graduates of recognized two-year normal schools are also admitted with the proviso that the "remaining degree requirements" take care of the liberal arts courses usually covered in the first two  
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years of college.

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<sup>168</sup>University of Cincinnati Record, Ser. 1, V. 23, No. 2, Pt. 2, pp. 45-54. Cincinnati: University of Cincinnati, 1927.

<sup>169</sup>Ibid., V. 32, No. 1, Pt. 5, p. 14, 1936.

This is a higher requirement, by two years of liberal arts study or normal school training than the general requirements of teachers colleges. The high standards demanded of teachers in the Cincinnati schools justify the high requirements for entrance to the University Teachers College. The longer period of preparation also tends to place the teaching profession on a par with law and medicine.

General Regulations in the Teachers College.--In the Teachers College the rules regarding absences, special examinations, probation, dismissal, withdrawal, and markings are the same as in the Liberal Arts College except that marks below D differ. The Teachers College uses a mark E, 50-59, conditioned, while F designates 0-49, failed. In graduate courses of the Teachers College marks are designated by A, A-, B, B-, C. The quality points corresponding to these marks are A, 3 points per hour; A-, 2 points per hour; B, 1 point per hour; B-, 0 points per hour; C, -1 point per hour. The number of points must equal the number of hours.<sup>170</sup> This is clearly a plan of giving recognition to quality. If mediocrity among teachers is to be avoided, some such plan should be used.

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<sup>170</sup> University of Cincinnati Record, Ser. 1, V. 28, No. 1, Pt. 5, pp. 23, 40. Cincinnati; University of Cincinnati, 1932.

Changes in the Requirements for the Degree, Master of Education.--Announcement of the Teachers College for 1936-1937 specifies that a candidate for the degree of Master of Education must complete one full year of approved graduate instruction, write an acceptable thesis, and pass final comprehensive examinations. The fields of concentration include elementary education, secondary education, and school administration and supervision. The thesis must be developed under the direction of the student's program adviser or a specially designated staff member. There must be a final written examination, and a defense of the thesis.<sup>171</sup> The written part is required to provide evidence that the student has secured a broad and integrated foundation in the field of education.

Changes in the College, 1933-1936.--The depression resulted in a forty-six per cent reduction in the budget of the College, which was reflected in the reduction of salaries, reduction in staff, elimination or combination of courses, organization of graduate courses along seminar lines, and the establishment of comprehensive examinations. With somewhat improved conditions the number of programs have again been increased, the following programs being offered for the year, 1936-1937:<sup>172</sup>

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<sup>171</sup>University of Cincinnati Record, Ser. 1, V. 32, No. 1, Pt. 5, pp. 36-38. Cincinnati: University of Cincinnati, 1936.

<sup>172</sup>Ibid., p. 3.



- A. Undergraduate Programs:  
Pre-Teaching Fields for Liberal Arts Students  
Bachelor of Science in Education  
Bachelor of Education  
Regular Programs:  
1. General, for Elementary and Secondary Education  
2. Teachers in Service  
3. Kindergarten and Primary Grades  
4. Elementary Grades  
5. Physical and Health Education  
6. Music Education  
7. Vocational Education  
Affiliated Programs:  
8. Art Education  
9. Commercial Education  
10. Home Economics
- B. Graduate Programs:  
Master of Education  
Doctor of Education

Graduate Seminars.--The Seminar graduate program mentioned in the preceding section, introduced in 1933, is an experimental type of professional graduate instruction which is open only to a selected group of students.

Each of the four sections of the seminar meets at intervals of two-weeks throughout the academic year; the four divisions of education represented are: (1) The School and the Social Order; (2) Organization of the School System; (3) Psychology and Principles of Teaching; and (4) Scientific Method and Research. The seminar, which offers numerous advantages in self education, makes up more than half the instructional requirements for the degree of Master of Education, and may be elected by those pursuing the Doctorate. The purpose is to provide for growth of the staff and students concerned through study and co-operative effort rather than to impart knowledge by means of lectures. Participation

rests with the student rather than the faculty. The rating of students is based on discussions, problems solved, papers submitted, and comprehensive examinations.<sup>173</sup>

The principles underlying this plan are in operation in various institutions sponsoring honors courses which have been gaining support throughout the nation.<sup>174</sup> Its value and success must depend, of course, on unre-served co-operation by a hard working group of students.

#### The Graduate School, 1916-1936

Policies of Dean Louis T. More.--Louis T. More, (Ph. D., John Hopkins), who had served as professor of physics and Dean of the College of Liberal Arts, succeeded J. E. Harry as Dean of the Graduate School in 1916.

The University Board approved More's plan to expand the graduate work. Previous to this time graduate activity had been limited to liberal arts and education. Under More's administration it was extended to the medical and engineering sciences, and the non-professional advanced courses in the other professional schools.

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<sup>173</sup> University of Cincinnati Record, Ser. 4, V. 8, Ed. 4, 1933, p. 2. Cincinnati: University of Cincinnati, 1933.

<sup>174</sup> T. H. Schutte and Others, Orientation in Education, pp. 211, 217. New York: Macmillan Co., 1932.

Another policy of Dean More was to have on the faculty a number of outstanding research fellows devoting all their time to research activities. For a number of years individuals have been employed to do only research work. The writer was unable to find records indicating that any other graduate schools have similar plans with the possible exceptions of Harvard and Yale.<sup>175</sup>

Changes in Requirements in Graduate Work Since 1916.--

Shortly after More became dean of the Graduate School the faculty made a study of the requirements for higher degrees and modifications followed. Previously the requirement of a thesis had been optional with the head of the department in which a candidate took his major subject. The optional plan was discarded, thereby making the writing of a thesis mandatory as in most other graduate schools.<sup>176</sup>

In 1921 it was announced that a Master of Science degree could be conferred instead of the Master of Arts degree when a candidate majors in a natural science field and his thesis is based on a laboratory investigation.<sup>177</sup>

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<sup>175</sup>Record of Minutes, University of Cincinnati, V. 12, 1927-1930, pp. 715-716.

S. E. Morison, Development of Harvard University, pp. 459-460. Cambridge: Harvard University Press, 1930.

<sup>176</sup>University of Cincinnati Record, Ser. 1, V. 13, No. 2, p. 8. Cincinnati: University of Cincinnati, 1917.

<sup>177</sup>Ibid., Ser. 1, V. 18, 1921, p. 14.

With the development of professional schools there was a tendency to use certain professional courses for both professional and Masters' degrees. To prevent excessive overlapping it has been ruled that less than twelve credits in professional work may be accepted as part of a Master's program even though they have been credited toward a professional degree, but professional courses cannot be considered as a major in the Master's program if previously used to meet the requirements for a professional degree.<sup>178</sup>

Beginning with September, 1934, graduate students registered in one department only, the head of which automatically became the candidate's adviser. Other courses were to be selected by the student and the advisory department.<sup>179</sup>

Research Activity in the Graduate School.--Establishment of numerous funds for fellowships and scholarships indicates the esteem in which research work has been held by leading citizens of Cincinnati. Research activity in the Graduate School has been especially emphasized and is aided by the extensive facilities of the Graduate School itself.

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<sup>178</sup>University of Cincinnati Record, Ser. 1, V.18, No. 2, p. 14. Cincinnati: University of Cincinnati, 1917.

<sup>179</sup>University of Cincinnati Record, Ser. 1, V. 13, No. 2, Pt. 2, pp. 7-8. Cincinnati: University of Cincinnati, 1917.

While the Master's thesis needs to show only ability of expression and critical power, the Doctor's dissertation must reveal the candidate's research ability.

The graduate faculty consists of specifically designated professors, / associate professors and assistant professors in the University. Lecturers and fellows are also included. One class of fellows receives annual appointment from among graduate students preparing for the doctorate. Another class are on indefinite appointment as staff members.<sup>180</sup>

One special requirement of all candidates for doctorate degrees is that they must be able to read both French and German, and pass oral examinations in both languages. It is expected that the candidate will read the works in his field that are written in French and German.<sup>181</sup>

Admission to the Graduate School.--Admission to the Graduate School is granted to holders of a Bachelor's degree from the University of Cincinnati, or to those who present documentary evidence of having received such a degree from another institution whose requirements are

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<sup>180</sup> University of Cincinnati Record, Ser. 1, V. 32, No. 2, Pt. 2, pp. 7-11. Cincinnati: University of Cincinnati, 1936.

<sup>181</sup> University of Cincinnati Record, Ser. 1, V. 28, No. 1, Pt. 3, pp. 19-20. Cincinnati: University of Cincinnati, 1932.

substantially equivalent. This is the general practice<sup>182</sup> in graduate schools of the United States. Properly qualified students may be admitted as auditors, without receiving credit.<sup>183</sup>

Degrees Granted by the Graduate School.--The degrees granted before the Graduate School was formally organized and for some years thereafter were within a more limited scope than in later years. For that reason all the degrees from 1877 to 1917 are listed together in four divisions as follows:

|                       |     |
|-----------------------|-----|
| Master of Arts,       | 257 |
| Master of Science,    | 19  |
| Master of Literature, | 6   |
| Master of Philosophy, | 21  |

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<sup>182</sup> R. A. Kent, Higher Education in America, p. 364. Columbus: Ginn and Co., 1930.

<sup>183</sup> University of Cincinnati Record, Ser. 1, V. 28, No. 1, Pt. 3, p. 14. Cincinnati: University of Cincinnati, 1932.

Ibid., V. 32, No. 2, Pt. 2, p. 14, 1936.

Table I  
DEGREES GRANTED BY THE GRADUATE SCHOOL  
1918-1936

| Departments                             | A. M. | M. S. | Ph. D. |
|-----------------------------------------|-------|-------|--------|
| Anatomy                                 | 2     | 1     |        |
| Astronomy                               | 1     |       |        |
| Bacteriology                            | 4     | 7     | 3      |
| Biochemistry                            | 7     | 18    | 27     |
| Botany                                  | 24    |       | 4      |
| Chemistry                               | 36    | 21    | 45     |
| Child Care and Training                 | 13    |       |        |
| Civil Engineering                       |       | 6     | 1      |
| Classics                                | 14    |       | 1      |
| Economics                               | 19    |       |        |
| Education                               | 28    |       | 4      |
| Electrical Engineering                  |       | 3     |        |
| English                                 | 58    |       | 6      |
| Geology and Geography                   | 10    |       | 3      |
| German                                  | 7     |       |        |
| History                                 | 31    |       |        |
| Internal Medicine                       | 2     | 2     | 3      |
| Leather Research                        |       | 5     | 6      |
| Mathematics                             | 17    |       | 12     |
| Mechanical Engineering                  | 1     | 3     |        |
| Pathology                               |       | 10    |        |
| Pediatrics                              | 11    |       |        |
| Pharmacology                            | 2     |       | 2      |
| Philosophy                              | 14    |       | 14     |
| Physics                                 | 6     |       | 13     |
| Physiology                              | 4     | 2     | 2      |
| Political Science                       | 9     |       | 3      |
| Public Service                          | 19    |       |        |
| Psychology                              | 17    |       | 1      |
| Religions, History and<br>Philosophy of | 2     |       |        |
| Romance Languages                       | 21    |       | 1      |
| Sociology                               | 10    |       |        |
| Surgery                                 | 1     | 1     | 3      |
| Zoology                                 | 12    |       | 3      |
| Not classified                          | 46    | 6     |        |
| Total                                   | 448   | 85    | 157    |

A considerable portion of the theses deal with fields which are basic to occupations in a large city, although emphasis seems to have been given to liberal arts, which might be expected in a municipal university. The comparatively large number of Doctors' theses of an exceptional character indicates that this Graduate School is producing research workers who have been thoroughly trained. The greatest amount of research activity has taken place in recent years, during which time vast changes have been noteworthy in science, economics, and in society as a whole.

#### The Summer Session

The early summer session activities at the University having been discontinued, President Dabney tried to revive the summer school in 1916. However, he was hampered by lack of finances, and the entrance of the United States into the World War the following year prevented any further action being taken until after the war. Six liberal arts courses were offered during the summer of 1919, the fees collected being distributed to the faculty members giving the courses. This plan continued until 1923, when four courses in education



were added, the fees increased, and the session placed upon a more permanent basis.

The growth of the summer work during this period is shown by the following figures.

| Summer of | Number of Courses | Students |
|-----------|-------------------|----------|
| 1919      | 6                 | 59       |
| 1920      | 9                 | 98       |
| 1921      | 9                 | 121      |
| 1922      | 11                | 148      |
| 1923      | 20                | 348      |

Summer Sessions of 1924-1925.--Upon the joint recommendation of the Liberal Arts College and Dean L. A. Pechstein of the College of Education, the University Board of Directors approved a plan for an officially conducted summer school in 1924, with Dean Pechstein as Director and Dr. E. L. Talbert of the College of Liberal Arts as Secretary.

The summer session, as finally organized, consisted of an eight-weeks term (June 16-August 9) for pre-medical students and a six-weeks term (June 23-August 1) for those desiring courses in liberal arts and education. The eight-weeks term provided for seven courses in chemistry, a course in physics, and a course in zoology. In the six-weeks term there were twenty-six courses; one in botany, two in economics, three in education, five in English, four in history, one in hygiene, two in mathematics, two in philosophy, three in psychology, one in

French, and two in sociology.<sup>184</sup>

The summer session in 1925 was virtually the same as the previous year. However, sight-saving courses were offered in addition to the programs of 1924, such courses having the approval of the National Commission for the Prevention of Blindness, the Department of Sight Conservation of the Cincinnati Public Schools, and the Ohio State Department of Education.<sup>185</sup>

Summer Sessions, 1926-1932.--In 1926, besides the eight-weeks pre-medical term, there were two six-weeks terms in which a student could earn a maximum of twelve hours in liberal arts and education.<sup>186</sup> In 1927 an intersession was added, this being for two weeks, so that teachers could spend fourteen weeks in summer school, (intersession plus two six-weeks terms) thereby earning approximately one semester of credit. A special feature during the summer of 1927 was a demonstration school including kindergarten and reorganized primary and third grades.

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<sup>184</sup>University of Cincinnati Record, Ser. 1, V. 20, No. 2, Pt. 7, pp. 49-52. Cincinnati: University of Cincinnati, 1924.

<sup>185</sup>Record of Minutes, University of Cincinnati, 1923-1926. V. 11, pp. 341-389.

<sup>186</sup>Ibid., pp. 580, 597, 709.

The Cincinnati schools closed later than usual in 1929. For that reason the summer intersession at the University was omitted and the work for the two six-weeks terms was so arranged that classes met six days a week for several weeks.<sup>187</sup> The intersession was re-established in 1930.<sup>188</sup> Two unit courses were offered in 1931, one on mental measurements by Dr. L. M. Terman during the intersession, and one on secondary school curriculum from June 22 to July 3.<sup>189</sup> During the intersession of 1932, Dr. John Dewey, a visiting professor,<sup>190</sup> offered a course in the philosophy of education.

Later Sessions.--For the intersession of 1933, Dr. W. C. Bagley gave a course in the field of educational philosophy and methodology. Following the intersession, various members of the University faculty and certain invited lecturers co-operated in presenting a second unit course, entitled "Problems of the Changing World."

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<sup>187</sup>University of Cincinnati Record, Ser. 1, V. 25, No. 1, Pt. 3, p. 4, Cincinnati: University of Cincinnati, 1929.

<sup>188</sup>Record of Minutes, University of Cincinnati, 1927-1930, pp. 662-663.

<sup>189</sup>University of Cincinnati Record, Ser. 1, V. 27, No. 1, Pt. 3, p. 20. Cincinnati: University of Cincinnati, 1931.

<sup>190</sup>Ibid., V. 28, No. 1, Pt. 2, 1932, pp. 22-23.

The intersession was suspended in 1934 and 1935, but was revived in 1936, the University offering a course in Philosophy of Education from June 8 to June 20, taught by Dr. B. H. Bode of the Ohio State University.

The number of courses included in the summer school has increased materially in the past decade. In 1936 the following courses were offered in the regular session (June 22-July 28, July 28-August 29): three in applied arts, one in botany, three in economics, fifty-two in education, nine in English, two in French, three in geography and geology, one in German, five in history, one in hygiene, two in mathematics, two in philosophy, two in physics, two in political science, five in psychology, two in sociology, and one in zoology.

In the eight-weeks term (June 15-August 8) nine courses in chemistry, two in physics, and one in zoology, the zoology course covering the same ground as the course given in the regular session, were offered. These courses are primarily for pre-medical students. Although the summer session is open to all groups, the courses are primarily for teachers and pre-medical students.<sup>191</sup>

Among the special features that have developed in connection with the summer sessions are:

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<sup>191</sup>University of Cincinnati Record, Ser. 1, V. 32, No. 1, Pt. 4, pp. 18, 20-34. Cincinnati: University of Cincinnati, 1936.

1. A series of special assembly services and musical recitals.
2. A program of excursions, an annual picnic, and programs at the Zoological Garden and the musical institutions.
3. A weekly luncheon for students interested in school administration.
4. Programs given by the chapters of the Phi Delta Kappa, Kappa Delta Pi, and Pi Theta fraternities.
5. A special lecture series given by certain members of the faculty and by specialists outside the University, on the problems faced by the United States.
6. Exhibits, including (a) talking moving pictures employed to supplement classroom work in sight conservation, child study, elementary and high-school textbooks, and music; (b) school administration exhibits; (c) art exhibits of commercial prints, and the annual art exhibit of the University's School of Applied Arts; and (d) textbook exhibits conducted by leading publishers.

#### Evening Session

There are two evening schools in the University of Cincinnati, one connected with the College of Liberal Arts and the other connected with the College of Engineer-

ing and Commerce. These schools were organized for the primary purpose of giving additional education to adults in Cincinnati who were interested in furthering their knowledge, and have become a definite part of the University program.

Evening Academic Courses, College of Liberal Arts.--

In the years 1936-1937 the evening session in this college had more than five hundred students enrolled, most of whom were eligible to take regular college work. Persons entered chiefly for two reasons: (1) to gain enough additional knowledge to meet the requirements for entrance to the professional colleges; and (2) for the purpose of self-improvement in studying history, science, and achievements of men of letters.

As a part of the Evening Session there is the policy of teachers advising the students concerning certain courses, particularly in mapping out a long-time program of courses. This is especially valuable in the absence of a system of advisers as we find in the day school. Graduates of the University who have received a part of their training in the Evening Session have formed an Evening Alumni Association, which works for the development of this phase of the University.

Evening School, College of Engineering and Commerce.--

This branch of the Evening Session is by far the larger,

both in the enrollment and in the number of courses offered. The enrollment in this division was, for the year 1934-1935, 4,000, distributed in three branches: Commerce, with an enrollment of 2,614; Engineering, 906; and Applied Arts, 480. There were 65 Commerce courses with 103 classes, 56 Engineering courses with 64 classes, and 49 Applied Arts courses with 50 classes, giving a total of 170 courses and 217 classes.

Of the students, 486 were college graduates, nearly half being from the University of Cincinnati, and 468 others had attended college but had not graduated. The average age was 25.7 years, and only ten per cent of the total number were less than twenty years of age. Connected with the school is a group of business and professional men, limited to three hundred, who study various national and world problems. The evening school takes part in the radio program of the University, and has various other activities.

The School of Household Administration,  
1914-1936

According to President Dabney, all practical courses for women at the University in 1914 were given in the College for Teachers. As more than one-third of the students were women it was contended that they should have more than one vocation in which to specialize.

Two classes of women wanted practical training in courses which were not then offered at the University; (1) young women of limited means who were interested in neither office work nor teaching, and (2) daughters of wealthy families who sought training for social service along industrial, social, and artistic lines.

There had been some domestic science instruction in the old colonial schools, but little was done along this line until after 1875. Beginning in 1836, Mt. Holyoke College required young women to work in dining rooms and kitchens, but no systematic effort was made to give special training in the various household arts. The famous Boston Cooking School was opened in 1879 and was later united with Simmons College. Colleges and universities gradually adopted household arts programs, but the greatest advancement in the field has been since 1900. In 1905 there were 849 household arts students in American Colleges. By 1916 there were 17,778 in 195 institutions. The following year an additional impetus was given by the Smith-Hughes Act.<sup>192</sup>

The University of Cincinnati had taken no steps toward the organization of a school of household arts

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<sup>192</sup> I. L. Kandel, Twenty-five Years of American Education, pp. 285-291. New York: Macmillan Co., 1924.



before 1914 although the need of it was recognized earlier, and was stressed that year by President Dabney. The Board took under consideration the establishment of such a school when the Woman's building was completed. It was expected that this would be ready for occupancy in 1916. However, another factor entered in to give the University its household arts school before that date.

Origin of the School of Household Administration.--

The Cincinnati Kindergarten Association was responsible for the organization of the Kindergarten Training School in 1908. In 1914, Annie Laws, who was president of the school, proposed that this be transferred to the University even before the completion of the Woman's building and that it be made the foundation of the contemplated household arts school. This was accordingly done, home economics work added, and arrangements were made to use the Hughes High School building until a permanent location would be available in the Woman's building. This building, which was completed, as expected, in 1916, became the home of the new school.

Admission to the School of Household Arts.--In the School of Household Arts, in 1914, students were admitted as candidates for the B. S. degree, candidates for a diploma, or special students. Those desiring degrees were required to be not less than sixteen years of age,

have completed sixteen units of high school work in an approved high school, including four units of household arts. Candidates for diplomas were required to present satisfactory evidence of adequate scholarship and experience. Persons eighteen years of age could take special courses, even though they had not completed their<sup>193</sup> high school work.

The School of Household Arts During 1914-1917.---The original plan provided for the training of candidates for the B. S. degree, candidates for a diploma, and special students. Persons who were eighteen years of age and who did not care for either a degree or a diploma were permitted to enter as special students. Those with sufficient scholarship and experience could work toward a diploma. Students wanting to work for the B. S. degree were required to have two years of liberal arts work, and could then secure their degree with two years of household arts.<sup>194</sup>

The catalogue of 1915-1916 contained the announcement that sixty-four semester hours of liberal arts work were required for admission to the School of Household

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<sup>193</sup> University of Cincinnati Record, Ser. 1, V. 14, pp. 88-89. Cincinnati: University of Cincinnati, 1917.

<sup>194</sup> Ibid., V. 10, No. 2, Pt. 6, pp. 4-5. 1914.

Arts, and that sixty hours taken in the school, plus a thesis, were required for the B. S. degree. Thirty hours taken in the School of Household Arts were to consist of a major of eighteen hours and a minor of twelve hours. The major could be selected from foods and nutrition, and textiles and clothing.

To secure a state teacher's certificate in household arts a student's program had to include six hours of history and principles of education, four hours of general methods, four hours of observation and teaching, eight hours of organization and courses of study, two hours of primary methods, and six hours of psychology. A candidate for a diploma in household arts was required to meet the college entrance requirements and to earn seventy-two hours of credit in the School of Household Arts.<sup>195</sup>

In 1919 the School of Household Arts was superseded by the Department of Home Economics in the College for Teachers, where arrangements were made for Smith-Hughes programs in teacher training. In 1922 the Ohio State Board of Education refused further aid for the department. To meet this situation President Hicks of the

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<sup>195</sup>University of Cincinnati Record, Ser. 1, V. 11, No. 2, Pt. 5. Cincinnati: University of Cincinnati, 1915.  
F. C. Hicks, Interview, October 26, 1932.

University recommended immediate restoration of the School of Household Arts so that tuition might be charged the students. The department was then reorganized and in 1925 became the School of Household Administration.<sup>196</sup>

Admission to the School of Household Administration.--

Candidates for admission must be at least sixteen years of age, and either pass an intelligence test or be a graduate of an accredited high school, or if not a graduate to have completed fifteen units of high school work distributed as follows:<sup>197</sup>

English, three units.

Mathematics, one unit in algebra and one unit in geometry.

History, one unit.

English, mathematics, foreign language, history, physics, chemistry, zoology, physiology, botany, physical geography, economics, and astronomy, six units.

Free electives, three units of high school work approved by the North Central Association of Colleges and Secondary Schools.

It is recognized that general intelligence rather than specific subjects is a safe basis for the admission of students to this school, and more liberality is shown in the entrance requirements than in any other of the Univer-

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Record of Minutes, University of Cincinnati, 1919-1922, V. 10, pp. 413-414.

<sup>197</sup>

University of Cincinnati Record, Ser. 1, V. 31, No. 1, Pt. 3, p. 10. Cincinnati: University of Cincinnati, 1935.

sity schools.

Household Administration Programs, 1935-1936.---

Courses were organized for freshmen and sophomore years to provide an opportunity for the student to acquire an understanding of social, economic, and political problems; and to learn the fundamental principles of chemistry, biology, physiology, nutrition, and psychology. The work of the junior year was directed toward training for a vocation, with the course for the senior year consisting of highly specialized activity.

Four-year professional programs are provided in the following fields: general household administration, nutrition, child care and training and health work, home economics in business, and home economics for the teacher. The latter program is given in co-operation with the Teachers College, and can be made a five-year program leading to the degree of Bachelor of Education. There is also close co-operation with the various medical facilities of the University.

Field work is required of every student, the character of the work depending on the vocation in which the student specializes. To aid in effective field work an analysis is made of the vocations for which the students are to train, and actual problems are made an important part of the courses and laboratory work. Opportunities

are given for students to observe, study, and discuss problems, methods, and procedures, and to do practical and research work in the Babies Milk Fund Association, Day Nurseries, Child Hygiene Council, hospitals, asylums, cafeterias, restaurants, and clubs.

The Mothers Training Association provided a fund to extend the work of the Department of Child Care and Training by establishing at the University a model nursery group in which students and parents may observe the play, games, and other activities suited to the pre-school period. This fund also made possible the development of work for parents, the nutrition specialist of the nursery group conducting work with parents covering special problems of nutrition.<sup>198</sup>

The University of Cincinnati was one of seven centers selected by the Committee on Child Development of the National Research Council to place fellows for training in parent education.<sup>197</sup>

Considerable difficulty was encountered in finding

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<sup>198</sup> University of Cincinnati Record, Ser. 1, V. 31 No. 1, Pt. 3, pp. 8-9. Cincinnati: University of Cincinnati, 1935.

<sup>199</sup> Preschool and Nursery Education, Twenty-Eighth Yearbook of the National Society for the Study of Education. Bloomington, Illinois: Public School Publishing Co., 1929, p. 440.

a place for the household arts school in the University of Cincinnati, though the need for such a school was recognized. Being first a school of household arts, then a department of another college, later dismembered and divided between a college and a school, the School of Household Administration eventually emerged with a very definite place in the University.

The theory of the School is that the professional work should be preceded by basic general education, courses should be based on actual needs of society, while the work of the students should be in the midst of life situations as well as in the realm of theory.

The School of Nursing and Health,  
1914-1936

It is believed that the first nursing school in America was founded about 1861 at the Woman's Hospital in Philadelphia. After the Civil War, schools of nursing grew slowly in number until about 1890 when there was a rapid increase. Cincinnati had its first school for nurses in 1889, a group of women establishing the Cincinnati Training School for Nurses on January first of that year.

Origin of the School of Nursing and Health.--In 1896 the city of Cincinnati took over the Training School for Nurses and made it an integral part of the city Hospital. In 1914 this was reorganized as the School of

Nursing and Health of the Cincinnati General Hospital. With closer affiliation between the Hospital and the University in the interest of health and education in the community the school of nursing became a unit of the University, known as the School of Nursing and Health.

Arrangements were made for the University to supervise the nurses training work in 1916, and the following year the new Cincinnati charter provided that the Hospital was to serve as a laboratory for the practice of nursing, while the School of Nursing and Health, the College of Medicine, and other colleges provided the scientific instruction essential to adequate preparation of women for service to the community in all the varied fields of nursing. The plan is just another example of what a municipal university can do through co-operative effort with the city.<sup>200</sup>

Plan of Work in 1916.--The School of Nursing and Health outlined a three-year program, leading to the diploma of Graduate Nurse (G. N.) and a five-year program for the diploma and Bachelor of Science degree.

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<sup>200</sup>University of Cincinnati Record, Ser. 1, V. 28, No. 1, Pt. 6, p. 12. Cincinnati: University of Cincinnati, 1932.



Classes were organized for graduate nurses and for University and high-school students. For the B. S. degree a student was required to take two years of liberal arts work followed by three calendar years and four months in the School of Nursing and Health.

To secure the diploma (G. N.) it was necessary for the student to be between the ages of eighteen and thirty-five. The Liberal Arts entrance requirements had to be met, and thirty-four months of work taken in the School of Nursing and Health. Permission was granted to Graduate Nurses to secure the B. S. degree after completing the G. N. program by taking two years of approved work in the College of Liberal Arts.

Each calendar year was divided into three terms of four months each. No ward work was required during one term of the first year and one term of the second year, so that class work could be taken during those terms. The student was required to take fifty credit hours in the School of Nursing and Health and other departments of the University, and twenty-two hours in ward service, operating room, dispensary, and the diet kitchen of the hospital.

Fees totaling fifty dollars were charged each student. Uniforms and textbooks were furnished, as well as maintenance.

Nurses wanting to be licensed were required to pass examinations before the Ohio Nurses' Examination Committee of the State Medical Board.<sup>201</sup>

The School of Nursing and Health During the World War.--This School was not behind the other departments of the University in war service contributions. Miss Laura R. Logan, Director of the School, served as chairman of the committee of nursing of the Woman's Committee, Ohio Branch, Council of National Defense, and conducted the work of recruiting nurses in the state. She was also chairman of the Nurses' Section of the Red Cross of Cincinnati and Hamilton County. Seventy-three of the graduate body of the School of Nursing and Health enrolled for Red Cross nursing service.<sup>202</sup>

After the World War the programs of the school were continued in much the same way as previously.

Admission to the School of Nursing and Health.  
For the Bachelor of Science degree a candidate must take sixty hours of credit work in the College of Liberal Arts, which must include:

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<sup>201</sup>University of Cincinnati Record, Ser. 1, V. 12, pp. 13-14. Cincinnati: University of Cincinnati, 1916.

<sup>202</sup>Ibid., V. 15, No. 4, pp. 18-23. 1919.

Chemistry, ten hours.  
Zoology, ten hours.  
English, six hours.  
German or French, six hours (a reading knowledge  
of one is required).  
Physical Education, four hours.  
Scientific French or scientific German, four hours.

Those enrolling for the three-year course leading to the diploma of Graduate Nurse must (1) be over eighteen years of age and under thirty-five; (2) satisfy the school physician as to physical fitness; (3) present a certificate of graduation from an accredited high school, or successfully pass the entrance examinations; (4) present an entrance certificate required and issued by the State Medical Board, Nurse Registration Committee. <sup>203</sup>

Rules of the School of Nursing and Health.--In the School of Nursing and Health, students are not excused from classes except on account of illness. Those absent from a class for two successive weeks must apply to the Director for reinstatement. The markings in this school have the same significance as in the Teachers College. No one is excused from final examinations. Re-examination is required to remove a condition, and the result of such re-examination gives not more than a mark of D. <sup>204</sup>

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<sup>203</sup>University of Cincinnati Record, Ser. 1, V. 28, No. 1, Pt. 6, pp. 12, 20. Cincinnati: University of Cincinnati, 1932.

<sup>204</sup>Ibid., Ser. 1, V. 31, No. 2, Pt. 6, pp. 16-17, 1935.

If a student receives one F with an average of C in other courses in that semester, that semester must be repeated. If two grades of F are received in a year the student is automatically dropped from the school.

The Programs of 1935-1936.--The catalogue for 1935-1936 announced programs for four groups of students:<sup>205</sup>

1. A five-year program leading to the Bachelor of Science degree and the diploma in nursing.
2. A three-year program leading to the diploma of Graduate Nurse.
3. A program for graduates of accredited nursing schools, leading to the Bachelor of Science degree.
4. An advanced course in Pediatric Nursing, given to graduates who wish to become supervisors, head nurses, or instructors in children's hospitals, clinics, and in the field of public health in connection with children.

The School of Nursing and Health has not placed nursing on the same professional basis as law and medicine. The need for so doing has not been recognized, but as nurses are supposed to work in the interests of good

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<sup>205</sup>University of Cincinnati Record, Ser. 1, V. 32, No. 2, Pt. 6, pp. 18-20. Cincinnati: University of Cincinnati, 1935.

health as are physicians, and as the number of nurses has been rapidly increasing it seems logical that the standards of the nursing profession should be raised, even though they might not be placed on a par with medicine or the law.

#### The School of Applied Arts, 1925-1936

Introductory Statement.--Art Study has not been dignified with university ranking until recently. Artists received their training, for the most part, from private teachers in special schools which were commercial in nature. Their instruction, being limited, resulted in such narrowness that artists were regarded as uneducated except in their art.<sup>206</sup>

Interest in art in Cincinnati was manifested when that city was young and such interest continued. McMicken, whose bequests became the foundation for the University, demonstrated his interest in art by a gift which enabled the Ladies' Gallery to procure choice works of art, consisting of copies of the world's masterpieces. These were used in the School of Design, which was the first school supported by funds made available through the provisions of the McMicken will. As the years went on there was no lack of continued interest in the subject of art at Cincinnati, nevertheless it was not until 1925 that

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<sup>206</sup>R. A. Kent, Higher Education in America, p. 243. Columbus: Ginn and Company, 1930.

art was regarded as of sufficient importance to be placed on a par with other major interests at the University.

Origin of the School of Applied Arts.--Co-operative courses in architecture were established by the College of Engineering and Commerce in 1922. This work demonstrated that art had come to fill a place of practical value in the welfare of mankind, and from these co-operative courses the School of Applied Arts developed, being formally organized in 1925. The objectives of the school include training for the amateur and the art lover as well as professional training for painters, sculptors, designers, illustrators, and teachers of art. <sup>207</sup>

Departments in the School of Applied Arts, 1931-1932.--Five major departments were in operation in 1931-1932, i.e. architecture, interior decoration, landscape architecture, art in industry, and ceramics. Five-year co-operative programs for both men and women were offered in these various departments. Four-year programs were offered to women in all of these fields except architecture.

Five-year curriculums provided for the study of history, history of art, and other cultural subjects. Special courses for teachers and others were scheduled during the summer and for late afternoons and Saturdays.

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<sup>207</sup> University of Cincinnati Record, Ser. 1, V. 27, No. 1, Pt. 1, pp. 9, 15, 18-19, 20-37. Cincinnati: University of Cincinnati, 1931.

Herman Schneider, Interview, October 17, 1932.

Students who planned to teach after graduation were permitted to take courses in the Teachers College instead of certain applied arts courses.

Technical degrees offered were Bachelor of Science in Architecture, Bachelor of Science in Landscape Architecture, Bachelor of Science in Interior Decoration, Bachelor of Science in Applied Arts, and Bachelor of Science in Ceramics.<sup>208</sup>

Recent Developments.--To simplify administrative matters, the School of Applied Arts has now been amalgamated with the College of Engineering and Commerce. At the present time there are three major departments: Architecture, Landscape Architecture, and Art in Industry. In addition to these there are options in interior decoration, teaching, general art, and ceramics. Two types of course are offered, the co-operative five-year program and the regular four-year program without co-operation. Degrees given at the present time include Bachelor of Science in Architecture, Bachelor of Science in Landscape Architecture, and Bachelor of Science in Applied Arts.<sup>209</sup>

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<sup>208</sup> University of Cincinnati Record, Ser. 1, V. 27, No. 1, Pt. 1, pp. 9-37. Cincinnati: University of Cincinnati, 1931.

<sup>209</sup> Ibid., V. 31, No. 1, Pt. 1, pp. 17-19, 23-35. 1935.

TABLE II  
INCOME AND ENDOWMENTS, UNIVERSITY OF CINCINNATI, 1871-1936

| Year | Sources of Income |             |           |             | Total<br>Income |
|------|-------------------|-------------|-----------|-------------|-----------------|
|      | Endowments        | Taxation    | Students  | Other       |                 |
| 1871 | \$26,946.42       | \$ 6,000.00 |           | \$ 3,889.65 | \$ 36,836.07    |
| 1872 | 22,949.18         | 11,110.17   |           | 3,880.64    | 37,939.99       |
| 1873 | 41,253.18         | 17,204.59   |           | 10,141.24   | 68,599.01       |
| 1874 | 36,539.25         | 17,684.26   |           | 17,636.80   | 71,860.31       |
| 1875 | 43,587.20         | 17,909.48   | \$ 324.86 | 57,937.38   | 119,758.92      |
| 1876 | 37,433.55         | 17,805.44   | 1,424.66  | 18,484.55   | 75,148.20       |
| 1877 | 44,097.23         | 5,550.00    | 2,400.06  | 43,791.53   | 95,838.82       |
| 1878 | 36,953.80         | 5,550.00    | 1,548.87  | 22,564.96   | 66,617.63       |
| 1879 | 29,117.13         | 21,933.45   | 1,758.33  | 7,876.29    | 60,685.20       |
| 1880 | 30,644.10         | 21,669.37   | 2,189.70  | 13,131.86   | 67,635.03       |
| 1881 | 42,560.32         | 21,761.16   | 3,060.68  | 28,493.85   | 95,876.01       |
| 1882 | 45,471.18         | 20,832.82   | 2,762.00  | 13,976.67   | 83,042.67       |
| 1883 | 44,270.56         | 22,256.69   | 3,728.34  | 23,306.28   | 93,561.87       |
| 1884 | 29,379.52         | 5,067.33    | 1,121.50  | 25,046.48   | 60,614.83       |
| 1885 | 34,429.93         | 21,710.88   | 1,000.19  | 30,786.68   | 87,927.68       |
| 1886 | 12,962.28         | 21,764.25   | 1,975.25  | 20,262.31   | 56,964.09       |
| 1887 | 29,865.53         | 26,362.81   | 2,300.00  | 10,574.48   | 69,102.82       |
| 1888 | 29,157.19         | 24,304.44   | 2,479.00  | 11,384.92   | 67,325.55       |
| 1889 | 32,028.82         | 24,311.10   | 1,551.86  | 11,453.87   | 69,345.65       |
| 1890 | 29,856.27         | 24,297.22   | 2,343.92  | 19,883.16   | 76,380.57       |
| 1891 | 32,945.97         | 25,103.55   | 2,113.24  | 22,366.55   | 82,529.31       |
| 1892 | 37,282.13         | 23,598.19   | 2,449.32  | 13,051.72   | 76,481.36       |
| 1893 | 34,005.69         | 24,269.79   | 3,318.47  | 12,726.74   | 74,320.69       |



TABLE II (Continued)  
INCOME AND ENDOWMENTS, UNIVERSITY OF CINCINNATI, 1871-1936

| Year | Endowments | Taxation   | Students   | Other      | Total Income |
|------|------------|------------|------------|------------|--------------|
| 1894 | 33,608.88  | 43,113.21  | 5,814.46   | 113,198.81 | 195,735.36   |
| 1895 | 33,718.82  | 43,328.43  | 4,017.74   | 124,206.55 | 205,271.54   |
| 1896 | 31,990.65  | 55,440.09  | 1,721.01   | 73,525.99  | 162,677.74   |
| 1897 | 25,486.91  | 59,990.14  | 3,421.08   | 56,425.31  | 145,273.42   |
| 1898 | 25,086.71  | 46,031.77  | 26,431.00  | 59,814.07  | 157,363.55   |
| 1899 | 37,123.71  | 66,788.12  | 36,751.00  | 64,799.10  | 205,461.93   |
| 1900 | 36,062.72  | 56,699.12  | 41,529.00  | 86,991.11  | 221,281.95   |
| 1901 | 36,761.48  | 57,254.46  | 35,243.13  | 101,854.09 | 231,113.16   |
| 1902 | 32,682.85  | 71,321.11  | 33,377.30  | 102,959.98 | 240,341.24   |
| 1903 | 32,294.20  | 61,437.41  | 33,151.96  | 55,953.89  | 182,837.46   |
| 1904 | 31,464.75  | 75,145.46  | 32,348.28  | 148,958.49 | 287,916.98   |
| 1905 | 34,515.02  | 74,705.32  | 40,776.30  | 29,236.94  | 149,233.58   |
| 1906 | 46,049.52  | 77,841.87  | 38,170.06  | 27,199.34  | 189,260.79   |
| 1907 | 34,824.62  | 131,083.52 | 38,045.42  | 35,097.38  | 239,050.94   |
| 1908 | 40,598.61  | 124,330.53 | 23,730.00  | 60,815.64  | 249,474.78   |
| 1909 | 42,102.82  | 124,330.53 | 23,730.00  | 190,163.35 | 380,326.70   |
| 1910 | 41,463.92  | 137,396.39 | 51,524.10  | 619,357.76 | 849,742.17   |
| 1911 | 46,042.40  | 140,610.98 | 52,012.35  | 238,665.73 | 477,331.46   |
| 1912 | 45,354.84  | 155,527.73 | 61,491.00  | 262,373.57 | 524,747.14   |
| 1913 | 42,412.81  | 209,847.15 | 70,813.59  | 214,498.19 | 537,571.74   |
| 1914 | 43,668.54  | 212,970.39 | 86,554.91  | 648,947.14 | 992,140.98   |
| 1915 | 50,154.23  | 236,553.65 | 97,499.36  | 555,343.86 | 939,551.10   |
| 1916 | 49,783.85  | 293,136.31 | 115,571.29 | 445,484.76 | 903,976.21   |
| 1917 | 75,732.29  | 273,810.26 | 134,732.47 | 484,275.12 | 968,550.24   |
| 1918 | 88,782.29  | 309,848.00 | 89,924.22  | 366,758.35 | 855,312.86   |
| 1919 | 117,488.55 | 347,059.03 | 202,750.99 | 190,621.16 | 857,919.73   |
| 1920 | 126,738.48 | 353,251.77 | 251,627.45 | 567,755.29 | 1,299,372.99 |

TABLE II (Continued)  
INCOME AND ENDOWMENTS, UNIVERSITY OF CINCINNATI, 1871-1936

| Year    | Endowments | Taxation   | Students   | Other        | Total Income |
|---------|------------|------------|------------|--------------|--------------|
| 1921    | 165,707.39 | 703,913.70 | 293,998.28 | 333,081.18   | 1,196,700.25 |
| 1922    | 205,470.50 | 409,303.03 | 304,945.51 | 941,125.37   | 1,860,844.41 |
| 1923    | 234,666.69 | 405,539.13 | 354,871.33 | 1,279,569.91 | 2,274,647.06 |
| 1924    | 311,008.84 | 409,318.96 | 442,478.45 | 759,447.37   | 1,922,253.62 |
| 1925    | 331,560.17 | 488,262.64 | 507,382.44 | 2,180,430.77 | 3,507,636.02 |
| 1926    | 364,290.72 | 541,440.26 | 587,037.51 | 711,487.61   | 2,204,256.10 |
| 1927    | 359,106.54 | 571,169.24 | 689,553.80 | 1,253,802.05 | 2,873,631.63 |
| 1928    | 360,224.57 | 588,207.20 | 799,035.63 | 2,171,204.43 | 3,918,671.83 |
| 1929    | 454,011.17 | 597,427.18 | 852,234.62 | 2,498,335.40 | 4,402,008.37 |
| 1930    | 411,050.92 | 603,575.70 | 892,693.90 | 2,353,282.15 | 4,260,602.67 |
| 1931    | 431,440.04 | 612,115.81 | 913,343.93 | 2,961,128.67 | 4,918,028.45 |
| 1932    | 401,510.43 | 547,011.16 | 827,868.93 | 219,507.87   | 1,995,898.39 |
| 1933-34 | 352,680.82 | 509,049.93 | 799,695.48 | 218,002.33   | 1,879,428.56 |
| 1934-35 | 340,752.79 | 548,190.99 | 835,829.73 | 239,159.92   | 1,963,933.43 |
| 1935-36 | 331,389.69 | 550,704.82 | 871,796.18 | 247,889.84   | 2,001,780.53 |

Ralph W. Miller, University Comptroller, under date of April 16, 1936, writes, "Inasmuch as we made a complete change in our system of accounting and reporting, effective July 1, 1933, I am unable to furnish comparable data on the calendar year basis. The 1933-34 and 1934-35 fiscal years end June 30."

Miller further reported that the endowment principal at the end of the fiscal year 1935-36 was \$9,324,551.25.

### Discussion of Income and Endowments

Income listed under "Endowments" includes the revenue derived from invested endowment funds. Income listed under "Taxation" includes the city tax, permitted by law, for the support of the University and the Observatory. The income from "Students" includes fees and tuition. The column headed "Other" includes all miscellaneous items, such as gifts, interest on bank balances, and the proceeds from the sale of bonds.

The income of the University of Cincinnati has been derived chiefly from three different sources, endowments, taxation, and from tuition and fees.

Bond issues have been floated from time to time to secure funds for buildings, not otherwise provided.

The first income from taxes for the university use was in 1871. The county treasurer, however, did not turn over all the tax funds that year, which handicapped the directors in getting the institution started. The authorities failed to levy the tax in 1877-1878, and there was no income from that source save the obligatory levy for the Observatory which brought in \$5,500 each year. There was a second failure of this source of income in 1884. The tax rate was increased in 1894 and again in 1906. The income from taxes has fluctuated from time to time

because of the fluctuation in the property valuations in addition to the fluctuation of the tax levy.

Starting with 1873 resident students paid laboratory fees and non-resident students paid an additional fee of \$60 per year in the academic department. The professional departments adopted the tuition plan in 1898. The reduction of income from students in 1918 was due partly to decreased enrollment, and partly to the fact that many of the men were in the Students' Army Training Corps, and their tuition, paid by the federal government, was managed by the War Education Committee, thus eliminating these funds from the University budget. The income from tuition has increased because of three things: the increase in enrollment, the development of the separate colleges, and the increase in the rate of tuition.

TABLE III  
EXPENDITURES, UNIVERSITY OF CINCINNATI, 1871-1936

| Year | Purpose of Expenditures |             |                       |                    | Total       |
|------|-------------------------|-------------|-----------------------|--------------------|-------------|
|      | Administration          | Instruction | Operation-Maintenance | Other Expenditures |             |
| 1871 | \$1,621.42              | \$ 2,425.00 |                       | \$28,909.01        | \$32,955.43 |
| 1872 | 1,116.02                | 1,841.66    |                       | 24,471.09          | 27,428.77   |
| 1873 | 2,322.27                | 5,763.79    | \$18,355.20           | 26,713.62          | 53,154.88   |
| 1874 | 2,695.67                | 9,483.87    | 14,869.56             | 32,376.48          | 59,425.58   |
| 1875 | 2,591.76                | 17,876.40   | 15,215.37             | 78,558.08          | 114,241.61  |
| 1876 | 2,709.34                | 26,678.92   | 15,704.96             | 16,232.70          | 61,325.92   |
| 1877 | 2,329.26                | 30,554.18   | 7,501.04              | 42,978.54          | 83,363.02   |
| 1878 | 2,495.95                | 32,505.56   | 8,120.23              | 14,520.60          | 57,642.34   |
| 1879 | 3,144.68                | 31,957.58   | 7,877.66              | 5,574.42           | 48,554.34   |
| 1880 | 2,631.94                | 31,643.40   | 11,037.28             | 13,829.56          | 59,142.18   |
| 1881 | 2,328.58                | 28,522.12   | 11,463.70             | 41,161.74          | 83,476.14   |
| 1882 | 3,960.31                | 31,266.63   | 6,708.06              | 22,844.39          | 64,779.39   |
| 1883 | 4,221.08                | 33,639.31   | 9,678.82              | 23,567.73          | 71,106.94   |
| 1884 | 3,879.20                | 27,305.06   | 10,351.04             | 8,298.17           | 49,833.47   |
| 1885 | 2,716.75                | 27,916.66   | 17,757.67             | 19,609.15          | 68,000.23   |
| 1886 | 2,386.36                | 31,139.94   | 19,454.51             | 19,026.00          | 72,006.81   |
| 1887 | 2,494.31                | 29,600.00   | 4,934.69              | 18,453.82          | 55,482.82   |
| 1888 | 2,609.28                | 30,470.00   | 9,213.85              | 14,115.24          | 56,408.37   |
| 1889 | 2,647.63                | 29,640.00   | 6,742.36              | 10,554.67          | 49,584.66   |
| 1890 | 2,645.50                | 30,295.00   | 11,133.04             | 9,461.38           | 53,534.92   |
| 1891 | 2,666.99                | 29,970.00   | 9,288.01              | 27,976.72          | 69,901.72   |
| 1892 | 2,773.03                | 32,190.00   | 13,095.12             | 14,696.47          | 62,754.62   |
| 1893 | 3,144.65                | 33,297.00   | 7,806.42              | 22,403.76          | 66,651.83   |

TABLE III (Continued)  
EXPENDITURES, UNIVERSITY OF CINCINNATI, 1871-1936

| Year | Administration | Instruction | Operation-<br>Maintenance | Other<br>Expenditures | Total        |
|------|----------------|-------------|---------------------------|-----------------------|--------------|
| 1894 | 3,061.14       | 29,810.00   | 15,605.75                 | 73,968.17             | 122,445.06   |
| 1895 | 3,140.30       | 35,450.00   | 27,396.31                 | 87,062.86             | 153,049.47   |
| 1896 | 3,177.85       | 36,485.00   | 28,967.94                 | 69,187.44             | 137,818.23   |
| 1897 | 4,980.78       | 37,100.63   | 44,631.97                 | 43,431.23             | 130,144.61   |
| 1898 | 4,436.24       | 46,575.20   | 74,914.25                 | 4,502.01              | 130,427.70   |
| 1899 | 3,406.25       | 83,078.09   | 36,125.36                 | 9,017.87              | 131,627.57   |
| 1900 | 3,329.82       | 78,627.89   | 37,279.44                 | 7,714.47              | 126,951.62   |
| 1901 | 3,138.91       | 78,601.17   | 46,833.17                 | 23,943.27             | 152,516.52   |
| 1902 | 3,507.80       | 69,749.51   | 91,817.36                 | 26,408.36             | 191,483.03   |
| 1903 | 3,440.58       | 87,614.68   | 57,100.11                 | 21,306.79             | 169,462.16   |
| 1904 | 3,464.97       | 85,743.39   | 54,652.18                 | 14,005.77             | 157,866.31   |
| 1905 | 3,417.25       | 88,418.66   | 45,879.85                 | 20,142.70             | 157,858.46   |
| 1906 | 4,980.78       | 90,394.37   | 59,876.68                 | 18,832.15             | 174,083.98   |
| 1907 | 27,950.77      | 80,575.60   | 97,036.37                 | 6,552.35              | 212,115.09   |
| 1908 | 20,068.70      | 104,643.62  | 39,084.86                 | 61,850.45             | 225,647.63   |
| 1909 | 18,747.34      | 125,148.88  | 37,525.87                 | 88,445.12             | 269,867.21   |
| 1910 | 23,530.32      | 134,444.73  | 37,997.10                 | 197,796.57            | 393,768.72   |
| 1911 | 23,868.06      | 145,083.75  | 40,086.40                 | 352,768.41            | 561,806.62   |
| 1912 | 33,228.67      | 145,091.23  | 36,277.77                 | 238,828.80            | 453,426.47   |
| 1913 | 41,353.35      | 197,508.32  | 36,695.26                 | 138,183.57            | 413,740.50   |
| 1914 | 44,714.26      | 213,618.90  | 41,660.26                 | 309,413.94            | 609,407.36   |
| 1915 | 46,221.55      | 248,903.22  | 43,571.08                 | 199,507.21            | 538,203.06   |
| 1916 | 41,347.97      | 276,655.70  | 55,100.55                 | 521,174.02            | 894,278.24   |
| 1917 | 53,880.25      | 301,530.00  | 73,318.32                 | 77,582.52             | 506,311.09   |
| 1918 | 44,099.88      | 294,059.64  | 81,197.92                 | 129,371.48            | 548,728.92   |
| 1919 | 54,197.93      | 409,492.81  | 90,014.71                 | 105,531.22            | 659,236.67   |
| 1920 | 64,326.94      | 516,751.64  | 125,664.79                | 426,758.04            | 1,133,501.41 |

TABLE III (Continued)  
EXPENDITURES, UNIVERSITY OF CINCINNATI, 1871-1936

| Year    | Administration | Instruction  | Operation-<br>Maintenance | Other<br>Expenditures | Total        |
|---------|----------------|--------------|---------------------------|-----------------------|--------------|
| 1921    | 63,223.54      | 605,123.10   | 126,105.99                | 230,857.86            | 1,025,310.49 |
| 1922    | 66,671.97      | 667,073.17   | 135,915.83                | 840,498.73            | 1,710,159.70 |
| 1923    | 65,691.58      | 724,844.94   | 116,988.86                | 1,200,340.19          | 2,107,865.57 |
| 1924    | 74,722.89      | 840,652.11   | 155,854.82                | 513,965.19            | 1,585,195.01 |
| 1925    | 81,572.29      | 1,009,998.76 | 182,857.84                | 1,898,086.78          | 3,172,515.58 |
| 1926    | 92,056.95      | 1,097,908.58 | 180,510.07                | 557,293.96            | 1,927,769.56 |
| 1927    | 98,188.73      | 1,219,800.07 | 182,891.23                | 1,056,193.12          | 2,557,073.15 |
| 1928    | 99,590.08      | 1,310,387.50 | 184,955.72                | 1,916,847.60          | 3,511,780.90 |
| 1929    | 114,453.25     | 1,343,008.33 | 206,057.01                | 2,231,111.81          | 3,894,630.40 |
| 1930    | 113,913.56     | 1,471,653.25 | 209,506.27                | 1,524,940.61          | 3,320,013.69 |
| 1931    | 124,519.73     | 1,607,037.03 | 241,855.75                | 2,096,419.93          | 4,069,832.44 |
| 1932    | 123,052.67     | 1,534,533.26 | 206,103.28                | 268,627.50            | 2,132,316.71 |
| 1933-34 | 159,519.25     | 1,181,592.45 | 178,203.33                | 326,194.08            | 1,845,510.11 |
| 1934-35 | 185,636.16     | 1,187,040.78 | 208,563.23                | 370,749.49            | 1,951,989.66 |
| 1935-36 | 140,380.97     | 1,270,056.37 | 217,489.09                | 372,333.03            | 2,000,259.46 |

Ralph W. Miller, University Comptroller, under date of April 16, 1936, writes, "Due to the fact that expenditures made in connection with the F. E. R. A. and N. Y. A. student employment programs are charged to general administration, the expenditures of this division are inflated. At the present time, they will run approximately \$140,000.00."

The expenditures for the Board of Directors and those of the University officers were combined in the records of 1907, thereby greatly increasing the amount of the item listed as "Administration."

The instructional cost for 1871 and 1872 was for the work of the School of Design only as the academic department did not open until 1873.

The low cost of operation and maintenance during the years 1877-1879 was necessitated by the failure of the board of education to levy the taxes permitted by law for those years.

The Board was compelled to economize on expenditures for operation and maintenance from 1887 to 1893 because of low revenues. The building program, beginning in 1894, was responsible for a great increase in operating and maintenance expense as well as for buildings.

"Other Expenditures" increased materially in 1875 because of the erection of the first University Building.

The miscellaneous expenditures of 1879 were low because lower revenues as compared with the preceding two years necessitated elimination of some expenses.



The cost of operation, maintenance, instruction, and administration did not change much this year.

Low revenues caused miscellaneous expenses to be low in 1884. In 1898 to 1900 the relatively large sums spent for maintenance and instruction again made it necessary to cut down on the miscellaneous expenses.

Increased cost of operation, maintenance, and administration absorbed much of what might have been used for other expenditures in 1907.

Greatly increased allowances for administration, operation, and maintenance, combined with lessened revenues, resulted in reduced expenditures for other purposes in 1917.

Expenditures as well as income have been affected by the recent depression which brought a decline in University attendance and lessened other sources of revenue. The school authorities made every reasonable effort to keep down expenditures to the level of the funds available for immediate use that the institution might continue to be sound financially.

### Chapter Summary

The events chronicled in this chapter reflect the expansion and development of the University under practical leadership. There ~~were~~ both expansion and consolidation for the purpose of making the University function better for the needs of a large city. The University was developed into a service unit for the welfare of all the people, thus becoming an outstanding municipal educational center.

The work done in the institution and the standards upheld have long compared favorably with those of other prominent universities, and in more recent years there has been a still greater effort to keep pace with educational advancement, and in some fields to manifest distinct leadership.

The recent depression, while it has necessitated some curtailment, has not prevented the University from carrying on a well balanced program, and the institution is now in a strong position to forge ahead or to offer additional courses as enrollment increases and income from various sources becomes greater with better times. The University of Cincinnati has truly become the kind of higher educational institution that the early promoters of the university idea dreamed of so long ago.

## CHAPTER VIII

### CURRICULUMS AND COURSES

#### Introduction

In the discussion of the various colleges and schools some attention has been given to changes in the curriculums from time to time. The purpose of the present chapter is not to repeat material but rather to consider the trends in curriculum offerings in the various schools and colleges of the University, and present these quantitatively.

The term "course" refers to a single subject for study, such as plant physiology. A "curriculum" or "program" is a group of courses leading to a certain goal, such as a diploma, certificate, or degree. For example, to secure a Master of Science degree one can pursue a sufficient number of courses in zoology together with such other courses as his adviser may approve. This group of courses constitutes a curriculum or program.

The College of Liberal Arts, having issued catalogues from 1874, it was decided to examine the catalogue of 1874-

1875, those at the end of each decade since 1875, and the catalogue of 1935-1936. The material on the College of Law was taken from the catalogue of 1898, one for each decade thereafter, and a late catalogue. The date 1898 was selected because this was only a short time after the College and the University formed their first merger and the date two decades later is the time of the second merger of the institutions, thus leaving out the period when the College was not a part of the University.

The year 1916-1917 was selected as the beginning of the study of the curriculum in the School of Nursing and Health as that was the year the Board of Directors assumed control of the School. The study of curriculums and courses in the other schools and colleges starts at or near the beginning of the given schools and colleges, or with the first announcement of programs of the institutions under consideration. The programs and courses in commerce are not listed in this chapter until after the creation of the College of Engineering and Commerce, for the College of Commerce, as a separate institution, was in existence less than a decade previously.

Tables IV to XII were constructed from data in catalogues and announcements of the years indicated in the tables. The discussion following the tables

is based upon the data in the tables except in cases that must be explained by references to catalogues and other sources. In all cases the number of semester hours indicates the total offerings in the fields listed.

TABLE IV

CURRICULUMS AND COURSES, MCMICKEN COLLEGE OF LIBERAL  
ARTS, UNIVERSITY OF CINCINNATI, 1875-1935

| Curriculums<br>and<br>Courses  | Years and Frequencies <sup>8</sup> |                 |                   |                   |                   |                 |                |
|--------------------------------|------------------------------------|-----------------|-------------------|-------------------|-------------------|-----------------|----------------|
|                                | 1875                               | 1885            | 1895 <sup>1</sup> | 1905 <sup>1</sup> | 1915 <sup>1</sup> | 1925            | 1935           |
| Curriculums <sup>9</sup>       | 3 <sup>1</sup>                     | 19 <sup>2</sup> | 13 <sup>3</sup>   | 3 <sup>4</sup>    | 2 <sup>5</sup>    | 11 <sup>6</sup> | 9 <sup>7</sup> |
| Archaeology                    |                                    |                 |                   |                   |                   |                 | 5              |
| Astronomy                      |                                    | 8               | 24                | 8                 | 10                | 6               | 12             |
| Bible                          |                                    | 2               | 2                 |                   | 6                 | 8               | 6              |
| Biology                        |                                    |                 |                   | 34                | 47                |                 |                |
| Botany                         |                                    | 6               |                   |                   | 24                | 56              | 101            |
| Chemistry                      | 10                                 | 20              | 30                | 40                | 73                | 84              | 96             |
| Economics                      |                                    |                 |                   | 32                | 20                | 52              | 58             |
| Education                      |                                    |                 |                   |                   | 26                | 18              | 27             |
| Engineering                    |                                    | 53              | 40                |                   |                   |                 |                |
| English                        |                                    | 38              | 38                | 62                | 78                | 110             | 135            |
| French                         | 12                                 | 16              | 23                | 26                | 54                | 72              | 66             |
| Geology & Geography            |                                    | 12              | 2                 |                   | 38                | 72              | 78             |
| German                         | 12                                 | 22              | 23                | 59                | 45                | 62              | 56             |
| Greek                          |                                    | 24              | 18                | 34                | 44                | 25              | 12             |
| History                        |                                    | 18              | 14                | 32                | 35                | 60              | 83             |
| Italian                        |                                    |                 |                   | 14                | 14                | 10              | 12             |
| Latin                          | 19                                 | 30              | 22                | 43                | 34                | 28              | 16             |
| Mathematics                    | 23                                 | 33              | 33                | 60                | 57                | 66              | 65             |
| Metallurgy and<br>Assaying     |                                    | 6               |                   |                   |                   |                 |                |
| Pedagogics                     |                                    | 4               |                   |                   |                   |                 |                |
| Philosophy                     |                                    | 22              | 20                | 20                | 68                | 62              | 48             |
| Physical Education,<br>Hygiene |                                    |                 |                   |                   | 8                 | 24              | 10             |
| Physics                        | 6                                  | 16              | 28                | 33                | 50                | 42              | 57             |
| Political Science              |                                    | 8               | 6                 |                   | 36                | 42              | 52             |
| Psychology                     |                                    |                 |                   | 12                | 27                | 58              | 46             |
| Russian                        |                                    |                 |                   |                   |                   |                 | 4              |
| Sociology                      |                                    |                 |                   |                   | 26                | 82              | 94             |
| Spanish                        |                                    | 12              | 8                 | 18                | 40                | 56              | 30             |
| Synthetic Survey               |                                    |                 |                   |                   |                   | 8               | 4              |
| Zoology                        |                                    | 12              |                   |                   | 44                | 54              | 103            |
| Total                          | 82                                 | 362             | 331               | 527               | 904               | 1157            | 1276           |

1. A. B. and B. S. programs; C. E. not offered until 1875-1876.  
 2. A. B., B. L., Ph.B., 3B. S., C. E., 6 Normal, 3 Masters',  
 and Ph. D., programs.  
 3. A. B., B. L., B. S., B. S. (Math., Phys., Chem., Biol.,  
 C. E., Astron.), M. A., M. L., M. S., C. E. (Graduate  
 degree) programs.

TABLE IV (Continued)

4. A. B., A. M., Ph. D. programs.
5. A. B., B. S. Med. programs.
6. A. B. and ten combination programs.
7. A. B. and eight combination programs.
8. The years indicated are 1874-1875, etc., while the frequencies refer to curriculums and semester hours.
9. The number of curriculums is increased by the various combinations of majors and minors.

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From Table IV and the catalogue on which it is based, the following statements are derived:

1. There was a trend toward the increase in number of curriculums until 1885, a decrease thereafter until 1915, after which the A. B. degree, with several combination programs prevailed.

2. New departments were added from 1875 to 1935 in keeping with scientific, industrial, economic, and social development. Semitic, metallurgy, and assaying were dropped from this college to be taken up in other colleges of the University.

3. Zoology and botany were given under the name of biology during a part of the time, while pedagogy (later called education) was placed in the College for Teachers, these courses being temporarily omitted from the College of Liberal Arts.<sup>1</sup>

4. Engineering courses were transferred to the

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<sup>1</sup> Record of Minutes, University of Cincinnati, 1903-1906, V. 6, pp. 445-446.

College of Engineering in 1904.<sup>2</sup>

5. The number of hours offered in sixteen fields (mathematics, chemistry, German, French, English, Spanish, philosophy, political science, geology, zoology, botany, history, Greek, economics, psychology, and sociology) have shown marked increase since 1875. This was inevitable in view of developments in science, industry, economic and social affairs, government, literature, art, and research.

6. The number of hours in physics increased more than seven fold from 1875 to 1915. There was a slight decrease after the latter date due to the transfer of courses to the College of Engineering.

7. The number of hours offered in Bible has been tripled, the peak year being 1925. It could not be expected that any considerable number of courses in this field would be offered because of the existence of theological seminaries.

8. The offerings in Italian were less in 1935 than when the subject was introduced. This is logical with a language not so widely used as French, German, and Spanish.

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<sup>2</sup>Record of Minutes, University of Cincinnati, 1903-1906, V. 6, pp. 382, 461.



9. Archaeology, synthetic survey, and Russian are the newer subjects in the College. Synthetic survey courses, designed to present a general view of the fields of knowledge, have been in vogue in American colleges for several years,<sup>3</sup> but have only more recently been taken up at Cincinnati.

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<sup>3</sup>R. A. Kent, Higher Education in America, p. 450. Columbus: Ginn and Company, 1930.

TABLE V

## PROGRAMS AND COURSES, CINCINNATI LAW SCHOOL, 1898-1935

| Programs and Courses                  | Years and Frequencies <sup>6</sup> |                |                |                |                |
|---------------------------------------|------------------------------------|----------------|----------------|----------------|----------------|
|                                       | 1898                               | 1908           | 1918           | 1928           | 1935           |
| Programs                              | 1 <sup>1</sup>                     | 1 <sup>2</sup> | 1 <sup>3</sup> | 2 <sup>4</sup> | 1 <sup>5</sup> |
| Administrative Law                    |                                    |                |                | 2              |                |
| Agency                                | 4                                  | 4              | 4              | 4              | 2              |
| Business Associations                 |                                    |                |                |                | 4              |
| Carriers                              |                                    | 3              | 2              | 4              |                |
| Code Pleading                         | 2                                  |                | 2              | 2              | 2              |
| Common Law Procedure                  |                                    |                |                |                | 2              |
| Conflict of Laws                      |                                    | 2              | 4              | 4              | 3              |
| Constitutional Law                    | 4                                  | 6              | 4              | 4              | 4              |
| Contracts                             | 8                                  | 5              | 5              | 6              | 3              |
| Corporations                          | 4                                  |                |                | 4              |                |
| Criminal Law                          |                                    |                |                |                | 2              |
| Equity                                | 8                                  | 6              | 6              | 6              | 3              |
| Evidence                              | 4                                  | 4              | 4              | 4              | 2              |
| Federal Jurisdiction and<br>Procedure |                                    |                |                |                | 1              |
| Future Interests                      |                                    |                |                | 4              | 2              |
| Insurance                             | 2                                  |                |                | 2              |                |
| International Law                     |                                    |                |                | 4              |                |
| Jurisprudence                         | 1                                  |                |                | 2              |                |
| Legal Bibliography, Brief<br>Making   |                                    |                |                | 2              | 1              |
| Legal Ethics                          | 1 <sup>2</sup>                     |                | 1              |                |                |
| Mortgages, Trusts                     |                                    | 4              | 4              | 4              | 6              |
| Municipal Corporations                |                                    | 3              |                | 1              | 1              |
| Notes, Bills of Exchange              | 4                                  | 4              |                | 4              | 2              |
| Partnership                           | 4                                  | 1              |                | 4              |                |
| Persons                               |                                    | 2              | 2              | 2              | 2              |
| Pleading Common Law                   | 2                                  | 2              | 1              |                |                |
| Practice Court                        |                                    | 3              | 1              | 4              | 2              |
| Property                              | 12                                 | 8              | 8              | 14             | 10             |
| Roman Law                             |                                    |                |                | 2              |                |
| Sales                                 | 4                                  | 2              |                | 4              | 2              |
| Statutes, Drafting Statutes           | 2                                  |                |                |                | 4              |
| Taxation                              |                                    |                |                | 4              | 2              |
| Torts                                 | 4                                  | 2              | 2              | 6              | 3              |
| Trial Practice                        |                                    |                |                | 3              | 2              |
| Wills                                 | 1                                  |                |                | 2              | 2              |
| Totals                                | 70 <sup>2</sup>                    | 61             | 50             | 108            | 69             |

1-3, 5. LL. B. program

4. LL. B. and LL. M. programs

6. The years referred to are 1897-1898 etc., while the frequencies refer to the number of programs and the number of semester hours in the courses.

1. Courses given each of the years indicated in Table V are: property, contracts, equity, torts, agency, evidence, and constitutional law. These, with certain additions noted below, have made up the bulk of the legal programs for the preparation of general practitioners.

2. Courses entitled "practice court," "persons," "mortgages and trusts," and "conflict of laws," were introduced after 1898 and carried on until the present time. The practice court is a more direct method of teaching law than by textbooks and lectures exclusively. In the complex life of the twentieth century conflicts between persons have become increasingly common, hence the necessity of offering courses concerning "persons." A similar justification may be given for courses covering "mortgages and trusts." As legislative bodies are unceasingly adding to the laws, it could be expected that "conflict of laws" would become an important course.

3. The College of Law has, largely, directed its work toward one end--preparation of general practitioners. In view of this there has been no marked variation in the names of courses offered during the last thirty-five years.

TABLE VI

COURSES IN THE COLLEGE OF MEDICINE, UNIVERSITY  
OF CINCINNATI, 1898-1935

| Courses                                       | Years and Frequency <sup>1</sup> |           |      |                  |                  |
|-----------------------------------------------|----------------------------------|-----------|------|------------------|------------------|
|                                               | 1898                             | 1908      | 1918 | 1928             | 1935             |
| Anatomy                                       | 28                               | 28        | 23   | 21               | 28               |
| Bacteriology, Hygiene                         | 5                                | 7         | 13   | 13               | 9                |
| Biochemistry                                  | 10                               | 10        | 11   | 38               | 31               |
| Dentistry                                     |                                  |           |      |                  | 1                |
| Dermatology, Syphilology                      | 5                                | 6         | 6    | 6                | 10               |
| Dietetics                                     | 8                                |           |      |                  |                  |
| Embryology                                    | 4                                |           |      |                  |                  |
| Gynecology                                    | 6                                | 9         | 10   | 10               | 12               |
| Hospital Administration                       |                                  | no credit |      |                  |                  |
| Materia Medica, Pharmacology,<br>Therapeutics | 10                               | 16        | 10   | 10               | 10               |
| Medical Art                                   |                                  | no credit |      |                  |                  |
| Medical Jurisprudence                         | 2                                | 2         | 1    | $\frac{1}{2}$    | 1                |
| Medical Zoology, Microscopy                   |                                  | 6         |      |                  |                  |
| Medicine                                      | 12                               | 26        | 30   | 30               | 42               |
| Neurology, Psychiatry                         | 2                                | 6         | 10   | 19               | 9                |
| Obstetrics                                    | 4                                | 11        | 12   | 11               | 11               |
| Ophthalmology                                 | 2                                | 4         | 4    | 1                | 8                |
| Orthopedic Surgery                            | 2                                | 4         | 4    | 4                | 5                |
| Otology, Laryngology,<br>Rhinology            | 4                                | 4         | 3    | 3                | 14               |
| Pathology                                     | 8                                | 8         | 16   | 16               | 16               |
| Pediatrics                                    | 4                                | 5         | 10   | 18               | 15               |
| Preventive Medicine                           |                                  |           |      |                  | $7\frac{1}{2}$   |
| Psychiatry                                    |                                  |           |      |                  | 7                |
| Physiology                                    | 10                               | 12        | 18   | 14               | 12               |
| Radiology                                     |                                  |           | 6    | 6                | 27               |
| Surgery                                       | 20                               | 15        | 22   | 31               | 36               |
| Urology                                       |                                  | 3         | 10   | 6                | 8                |
| Totals                                        | 146                              | 182       | 219  | $257\frac{1}{2}$ | $319\frac{1}{2}$ |

1. The years are 1897-1898, etc., while the frequencies refer to the number of semester hours.

The following conclusions are drawn from Table VI:

1. The courses in embryology, dietetics, and medical zoology were dropped from the College, but these could be offered in other schools and colleges of the University.

2. Since 1898 the greatest increases in the number of hours have been in biochemistry, medicine, pediatrics, and surgery. Preventive medicine has recently assumed distinct importance.

3. Nearly all the departments existing in 1898 have been continued as the core of the program leading to the degree of Doctor of Medicine, indicating that the College has been concerned primarily with training general practitioners.

TABLE VII

PROGRAMS AND COURSES, SCHOOL OF NURSING AND HEALTH,  
UNIVERSITY OF CINCINNATI, 1917-1935

| Programs and Courses                      | Years and Frequencies <sup>4</sup> |                |                |
|-------------------------------------------|------------------------------------|----------------|----------------|
|                                           | 1917                               | 1927           | 1935           |
| Programs                                  | 3 <sup>1</sup>                     | 3 <sup>2</sup> | 5 <sup>3</sup> |
| Advanced Principles of Nursing            |                                    |                | 7½             |
| Anatomy, Physiology                       | 8                                  | 6              | 12             |
| Bacteriology, Hygiene                     | 4                                  | 10             | 4              |
| Chemistry                                 | 4                                  | 5              | 5              |
| Contemporary Problems                     |                                    | 4              | 2              |
| Co-operative Nursing Practice             | 28                                 | 23             | 27½            |
| Elementary Prin. of Nursing               | 3                                  | 4              | 7½             |
| Eye, Nose, Throat                         | 2                                  |                | 1              |
| Foods, Nutrition                          | 10                                 | 8              | 6              |
| General Surgery                           |                                    |                | 2½             |
| Gynecology                                |                                    |                | 2½             |
| History and Ethics of Nursing             |                                    |                | 2½             |
| Household and Hospital Economics          |                                    | 2              |                |
| Materia Medica                            |                                    | 7              | 5              |
| Communicable Diseases                     | 2                                  | 4              | 2½             |
| Medicine and Nursing                      | 6                                  | 6              | 2½             |
| Obstetrics                                | 2                                  | 4              | 2½             |
| Operating Room Technique                  |                                    | 2              | 2½             |
| Orthopedics                               | 2                                  | 1½             | 2½             |
| Pathology                                 | 2                                  | 2              | 1              |
| Pediatrics, Pediatric Nursing             | 2                                  |                | 2½             |
| Pharmacy, Pharmacology,<br>Therapeutics   | 2                                  | 2              | 2              |
| Psychiatry, Neurological<br>Nursing       | 2                                  | 4              | 2½             |
| Psychology                                |                                    | 4              | 2½             |
| Public Health Nursing                     | 10                                 | 2              | 1              |
| Skin, Urological and<br>Venereal Diseases | 2                                  | 1½             | 1              |
| Sociology                                 |                                    | 3              | 5              |
| Special Diseases                          |                                    | 2              |                |
| Surgical Nursing                          | 4                                  | 6              | 2              |
| The Pre-School Child                      |                                    | 2              |                |
| Tuberculosis Nursing                      |                                    | 2              | 1              |
| Totals                                    | 95                                 | 117            | 114            |

1. B. S. and diploma programs, also programs for special students.
2. B. S., diploma, programs for special students.
3. A combined Liberal Arts and professional course, three-year course, five year course, course for graduate nurses, advanced course in pediatric nursing.
4. Reference to (1) 1916-1917 etc., (2) the number of programs, and (3) the number of semester hours in the courses.

The following statements are based on the data from Table VII:

1. More than half of the courses given in 1935 were given in 1917, indicating that the school attempts to add only those courses which the developments in science warrant.

2. By 1927 the following courses had been added: operating room technique, special diseases, tuberculosis, contemporary problems, household and hospital economics, and pre-school child, psychology, sociology, and materia medica. These additions were amply justified by the needs of society and the developments in the natural and social sciences.

3. Six of the courses, (tuberculosis, contemporary problems, operating room technique, psychology, sociology, and materia medica), listed as new in 1927, were offered in 1935; and the following had been added,--history and ethics of nursing, general surgery, gynecology, and advanced principles of nursing. From this it is apparent that the profession recognizes the value of a knowledge of social conditions surrounding patients and also the necessity of being familiar with the medical sciences.

TABLE VIII

PROGRAMS AND COURSES, TEACHERS COLLEGE, UNIVERSITY  
OF CINCINNATI, 1905-1935

| Programs and Courses                | Years and Frequencies |                |                |                  |
|-------------------------------------|-----------------------|----------------|----------------|------------------|
|                                     | 1905                  | 1915           | 1925           | 1935             |
| Programs                            | 3 <sup>1</sup>        | 8 <sup>2</sup> | 8 <sup>3</sup> | 9 <sup>4</sup>   |
| Administration and Measurement      |                       | 2              | 31             | 17               |
| Educational Psychology              | 12                    | 10             | 28             | 8 <sup>1</sup>   |
| Elementary Education                | 19                    | 14             | 29             | 39               |
| History, Principles                 |                       |                |                |                  |
| Philosophy of Education             | 25                    | 30             | 24             | 16               |
| Kindergarten Education              | 41                    | 42             | 62             | 8                |
| Physical Education                  |                       |                | 62             | 66               |
| Research Technique and Applications |                       | 2              | 16             | 2                |
| Secondary Education                 |                       | 14             | 10             | 9                |
| Special Types of Education          |                       |                | 15             | 2                |
| Supervision and Method              |                       |                | 15             | 10               |
| Vocational Education                |                       |                |                | 10               |
| Totals                              | 97                    | 114            | 292            | 187 <sup>2</sup> |

1. Kindergarten, elementary, secondary.
2. Kindergarten, elementary, secondary, teachers of defectives, teachers of German, teachers of art, teachers of household arts, teachers of education.
3. Elementary and secondary, hygiene and physical education, home economics, kindergarten, kindergarten-primary, music, art, teachers of education.
4. (I) Undergraduate: General elementary-secondary, kindergarten-primary, public school music, vocational education, four-year degree program, and two-year diploma program.  
(II) Graduate: elementary education, secondary education, school administration and supervision.
5. Years refer to 1904-1905 etc., while frequencies refer to the number of programs and the number of semester hours. Both graduate and undergraduate courses are included in the table.



Summary statements in this section are based on Table VIII and announcements of the University:

1. The number of programs increased from 1905 to 1915, remained relatively constant for a decade, then increased, there being twenty-three programs in 1926,<sup>4</sup> including the new graduate programs established that year. Three factors were largely responsible for additions to courses during the latter period: the rapidly increasing body of literature on education; economic expansion which placed a new emphasis on the development of schools; and new laws and regulations requiring higher qualifications for teachers.

2. The prevailing courses in the College in 1905 were: educational psychology; history, principles and philosophy of education; elementary education; and kindergarten education. As yet there was no real development of courses for the training of secondary-school teachers.

3. After 1915 there was a decline in the number of hours credit offered in the department dealing with the history, principles, and philosophy of education; while<sup>in</sup> the department of educational psychology the

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<sup>4</sup> University of Cincinnati Record, Ser. 1, V. 22, No. 1, Pt. 2, pp. 28-39. Cincinnati: University of Cincinnati, 1936.

Ibid., Ser. 1, V. 22, No. 2, Pt. 2, pp. 2-4.

number of hours increased until 1918. Reduction of staff in 1933 accounted for a part of the late decrease.<sup>5</sup>

4. The department of secondary education offered more than twice as many hours of work in 1925 as in 1915, but the number has since decreased.

5. The department of elementary education has increased its offerings two fold. This has been in keeping with the multitude of scientific and descriptive writings in this field, and the studies of the various aspects of childhood.

6. Work offered in the department of administration and measurement increased greatly after 1915, which shows the increased interest, both theoretical and scientific, in surveys, finances, tests, etc.

7. Physical education and vocational education are two of the latest fields to secure prominent places in the training programs.

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<sup>5</sup>University of Cincinnati Record, Ser. 1, V. 29, No. 1, Pt. 2, pp. 34, 41. Cincinnati: University of Cincinnati, 1933.

TABLE IX

## PROGRAMS AND COURSES, SCHOOL OF HOUSEHOLD ADMINISTRATION, UNIVERSITY OF CINCINNATI, 1915-1935

| Programs and Courses              | Years and Frequencies <sup>4</sup> |                |                |
|-----------------------------------|------------------------------------|----------------|----------------|
|                                   | 1915                               | 1925           | 1935           |
| Programs                          | 2 <sup>1</sup>                     | 6 <sup>2</sup> | 5 <sup>3</sup> |
| Bacteriology                      |                                    |                | 3              |
| Biochemistry                      |                                    |                | 8              |
| Child Care and Training           |                                    | 28             | 8              |
| Foods and Nutrition               | 18                                 | 47             | 38             |
| General Courses                   |                                    | 20             | 80             |
| Household Arts Education          | 8                                  | 39             | 36             |
| Household Economics               | 6                                  |                |                |
| Management and Administration     |                                    |                | 10             |
| Principles of Scientific Research |                                    |                | 2              |
| Textiles and Clothing             | 14                                 |                | 17             |
| Totals                            | 46                                 | 134            | 202            |

1. B. S. and diploma.
2. Bachelor of Household Administration and B. S. in food and nutrition, child care and training, institutional management, home economics for the teacher, and the general field of household administration.
3. B. S. in foods and nutrition, child care and training, home economics for the teacher, home economics in business, and the general field of household administration.
4. Years refer to 1914-1915 etc. Frequencies refer to the number of programs and the number of semester hours.

The following conclusions are based on the data of Table IX, and the announcements of the School:

1. The course in household economics, appearing only in 1915, was probably later included in household arts education.

2. The number of semester hours in general courses has increased greatly since 1925, corresponding with the growing belief that students with general as well as technical training are of greatest worth to society.

3. In the departments of food and nutrition, textiles and clothing, and household arts education, there have been marked increases in offerings since 1915, although there were no courses in textiles and clothing in 1935 which represents a period of reorganization.<sup>6</sup> An increase could have been expected in the first and second fields as these constitute the core of the original schools of home economics. The department of household arts education has grown because of the demands made by those preparing to teach.

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<sup>6</sup> University of Cincinnati Record, Ser. 1, V. 21, No. 3, Pt. 2, pp. 26-31. Cincinnati: University of Cincinnati, 1928.

Ibid., No. 1, Pt. 1, p. 30.

TABLE X

DEGREES AND COURSES, THE GRADUATE SCHOOL, UNIVERSITY  
OF CINCINNATI, 1905-1935

| Degrees and Courses              | Years and Frequencies <sup>3</sup> |        |        |                   |
|----------------------------------|------------------------------------|--------|--------|-------------------|
|                                  | 1905                               | 1915   | 1925   | 1935              |
| Degrees                          | 1<br>2                             | 1<br>2 | 2<br>3 | 2<br>3            |
| Anatomy                          |                                    | 21     | 26     | 20                |
| Astronomy                        | 4                                  | 4      | 4      | 6                 |
| Bible                            |                                    |        | 4      |                   |
| Biochemistry                     |                                    |        | 22     | 34                |
| Biology                          | 24                                 |        |        |                   |
| Botany                           |                                    | 14     | 33     | 37                |
| Chemistry                        | 16                                 | 43     | 56     | 68                |
| Child Care and Training          |                                    |        |        | 19                |
| Civil Engineering                |                                    |        | 4      |                   |
| Economics                        | 20                                 | 20     | 37     | 47                |
| Education                        |                                    | 26     | 35     | 8                 |
| Electrical Engineering           |                                    |        | 6      | 6                 |
| English                          | 34                                 | 28     | 44     | 32                |
| Fine Arts                        |                                    |        |        | 4                 |
| French                           | 6                                  | 26     | 28     | 15                |
| Geology and Geography            |                                    | 24     | 34     | 18                |
| German                           | 30                                 | 20     | 14     | 14                |
| Greek                            | 10                                 | 8      | 8      | 12                |
| History                          | 14                                 | 22     | 50     | 52                |
| Internal Medicine                |                                    |        |        | 29 $\frac{1}{2}$  |
| Italian                          | 4                                  | 4      | 8      | 3                 |
| Latin                            | 18                                 | 14     | 10     | 9                 |
| Leather Research                 |                                    |        | 37     |                   |
| Mathematics                      | 44                                 | 24     | 34     | 26                |
| Mechanical Engineering           |                                    |        | 4      |                   |
| Pathology, Bacteriology, Hygiene |                                    | 4      | 31     | 15                |
| Pharmacology                     |                                    |        | 14     | 5                 |
| Pediatrics                       |                                    |        |        | 14                |
| Philosophy                       | 14                                 | 35     | 82     | 21                |
| Physics                          | 27                                 | 22     | 26     | 42                |
| Physiology                       |                                    | 4      | 14     | 20                |
| Political Science                |                                    | 28     | 28     | 78                |
| Psychology                       | 8                                  | 17     | 30     | 25                |
| Social Science                   |                                    | 14     | 46     | 36                |
| Spanish                          | 2                                  | 4      | 8      | 9                 |
| Surgery                          |                                    |        | 62     | 40                |
| Zoology                          |                                    | 20     | 22     | 15                |
| Totals                           | 275                                | 446    | 861    | 779 $\frac{1}{2}$ |

1. A. M. and Ph. D.

2. A. M., M. S., and Ph. D.

3. Years of 1904-1905, etc., and frequencies of degrees  
and semester hours.

There are no prescribed number of hours for leather

TABLE X (Continued)

research nor for mechanical engineering. Much research work is done in other branches that is not listed by semester hours.

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The following conclusions have been drawn from Table X:

1. The kinds of degrees granted by the Graduate School have not exceeded three at any time. This seems logical in view of the fact that the Graduate School is designed for a selected group of high-grade students.

2. The general trend has been to offer courses in an increasingly large number of fields, as there is a need for new knowledge to prevent these departments from remaining static.

3. A large number of the new graduate courses are in the medical sciences, engineering, commerce, and household administration. This is probably due to the large opportunities to work later in these professions.

4. Marked increases in the offerings have taken place in chemistry, economics, English, history, physics, French, botany, political science, pathology, physiology, and biochemistry. Most of these increases can be accounted for by the industrial, economic, and social developments; although some of the increases are traceable to developments in the leading professions.

TABLE XI

PROGRAMS AND COURSES, COLLEGE OF ENGINEERING AND  
COMMERCE, UNIVERSITY OF CINCINNATI, 1905-1935

| Programs and Courses            | Years and Frequencies <sup>5</sup> |                |                |                |
|---------------------------------|------------------------------------|----------------|----------------|----------------|
|                                 | 1905                               | 1915           | 1925           | 1935           |
| Programs                        | 4 <sup>1</sup>                     | 5 <sup>2</sup> | 8 <sup>3</sup> | 9 <sup>4</sup> |
| Aeronautical Engineering        |                                    |                |                | 48             |
| Art                             |                                    |                |                | 6              |
| Automotive Engineering          |                                    |                | 3              | 6              |
| Chemistry                       | 53                                 | 82             | 127            | 63             |
| Commerce                        | 4                                  | 14             | 90             | 234            |
| Construction, Materials of      |                                    |                |                |                |
| Construction                    | 28                                 | 15             | 33             | 23             |
| Co-ordination                   |                                    | 26             | 24             | 27             |
| Drawing and Design              | 58                                 | 69             | 66             | 23             |
| Dynamics                        |                                    |                | 6              | 3              |
| Electrical Engineering          | 28                                 | 37             | 55             | 78             |
| Elements of Engineering         | 9                                  |                |                |                |
| English                         | 10                                 | 26             | 32             | 50             |
| Experimental Engineering        |                                    |                | 8              |                |
| French                          | 12                                 | 12             |                |                |
| Gas Engineering                 | 3                                  | 2              | 6              | 6              |
| Geology, Geological Engineering | 6                                  | 30             | 91             | 77             |
| German                          | 12                                 | 12             | 12             | 21             |
| Heating and Ventilation         |                                    | 2              | 2              | 6              |
| Heat-Power Engineering          |                                    |                | 12             | 3              |
| History                         |                                    |                |                | 4              |
| Hydraulics                      | 3                                  | 8              | 13             | 13             |
| Literature                      |                                    |                |                | 4              |
| Illumination                    |                                    | 2              |                |                |
| Mathematics                     | 28                                 | 46             | 61             | 78             |
| Mechanical Laboratory and Shop  | 14                                 |                |                | 5              |
| Mechanics, Mechanisms           | 10                                 | 24             | 37             | 55             |
| Metallurgy, Metallurgical       |                                    |                |                |                |
| Engineering                     | 16                                 | 31             | 34             | 29             |
| Military                        |                                    |                | 34             | 64             |
| Physical Education              |                                    | 10             | 10             |                |
| Physics                         | 20                                 | 29             | 18             | 47             |
| Productive Engineering          |                                    | 2              |                |                |
| Public Administration           | 6                                  | 16             | 5              | 29             |
| Radio Engineering               |                                    |                |                | 5              |
| Spanish                         |                                    | 12             |                |                |
| Special Problems                |                                    |                | 8              | 6              |
| Steam Engineering               | 14                                 | 19             | 42             | 18             |
| Surveying                       | 16                                 | 20             | 21             | 10             |
| Telegraphy and Telephony        |                                    | 3              | 6              | 3              |
| Theses                          | 18                                 | 28             | 25             | 19             |
| Totals                          | 368                                | 577            | 881            | 1063           |

TABLE XI (Continued)

1. B. S. C. E., B. S. M. E., B. S. E. E., B. S. Chem. E. programs.
  2. C. E., Ch. E., E. E., Met. E., M. E. programs.
  3. C. E., Ch. E., E. E., M. E., B. S. Arch., Geol. E., M. S., Com'l. E. programs.
  4. C. E., Ch. E., E. E., M. E., Com'l. E., Geol. E., Aero. E., M. S., Ph. D. programs.
  5. Years of 1904-1905 etc. and frequencies of programs and of semester hours.
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The following conclusions are drawn from the data of Table XI:

1. The number of programs has more than doubled since 1905, due to developments in the sciences and to the needs of commerce and industry.

2. There have been increases in the number of hours offered in fourteen fields: English, German, mathematics, chemistry, commerce, physics, metallurgy, public administration, steam engineering, gas engineering, heating and ventilation, hydraulics, geology and geological engineering, and electrical engineering. Most of these courses were added to as new programs were formulated. In the case of English, the department has served both as a cultural subject and as an aid to prospective professional men.

3. French and Spanish have vanished. The particular value of German is doubtful, except for those



who work among Germans or for persons who wish to read a considerable amount of the German scientific writings.

4. The department of co-ordination, having no particular function outside the co-operative system, did not appear until after the co-operative plan went into effect.<sup>7</sup>

5. Much attention has been given to such courses as radio engineering and aeronautical engineering since 1928, which should be expected with the recent developments in industry.

6. The marked increase in commerce courses during the decade ending 1925 was brought about by the union of the College of Commerce with the College of Engineering in 1919.<sup>8</sup> Increases since reflect the recognition that better training is required for commercial pursuits.

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<sup>7</sup>University of Cincinnati Record, Ser. 1, V. 27, No. 4, p. 13. Cincinnati: University of Cincinnati, 1931.

<sup>8</sup>Ibid., p. 14.

TABLE XII

PROGRAMS AND COURSES, SCHOOL OF APPLIED ARTS,  
UNIVERSITY OF CINCINNATI, 1922-1935

| Programs and Courses                    | Years and Frequencies <sup>3</sup> |                |
|-----------------------------------------|------------------------------------|----------------|
|                                         | 1922                               | 1935           |
| Programs                                | 4 <sup>1</sup>                     | 3 <sup>2</sup> |
| Accounting                              | 15                                 |                |
| Architecture                            |                                    | 55             |
| Art, Design, Drawing, Sketching         | 14                                 | 79             |
| Botany, Plants, Horticulture, Gardening |                                    | 8              |
| Ceramics                                |                                    | 48             |
| Chemistry                               | 74                                 |                |
| City Planning                           |                                    | 3              |
| Co-ordination                           | 10                                 | 4              |
| Economics                               | 29                                 |                |
| Education                               |                                    | 15½            |
| English                                 | 12                                 | 3              |
| Fabrics, Furniture, Fixtures, Materials |                                    | 52             |
| French                                  | 12                                 | 7              |
| Geology                                 | 8                                  |                |
| Graphic Methods                         | 4                                  |                |
| History                                 | 6                                  | 15             |
| Interior Decoration                     |                                    | 24             |
| Landscape Architecture and Design       |                                    | 75             |
| Lettering                               |                                    | 3              |
| Mathematics                             | 36                                 | 3              |
| Metallurgy                              | 16                                 |                |
| Military                                |                                    | 36             |
| Modeling                                |                                    | 1              |
| Nutrition                               | 6                                  |                |
| Physics                                 | 21                                 |                |
| Spanish                                 | 10                                 |                |
| Surveying                               |                                    | 2              |
| Totals                                  | 273                                | 433½           |

1. B. S. Arch., B. S. Chem., B. S. Comm., B. S. Nutr.
2. B. S. Arch., B. S. Landscape Arch., B. S. A. A.
3. Years 1922-1923 and 1935-1936. Frequencies refer to the number of programs and the number of semester hours.

From the announcements of the School and from Table XII the following conclusions have been drawn:

1. The programs decreased one from 1922 to 1935. However, three programs were eliminated and two new ones were added. The earlier degrees, B. S. Chem., B. S. Comm., and B. S. Nutr. now belong to other divisions of the University and are so treated.

2. Physics, geology, economics, metallurgy, graphic methods, Spanish, accounting, and nutrition were offered in 1922, before it was fully decided what the nature of the school would be.

3. Courses making up a portion of the seventy-four hours in chemistry in 1922 were in the field of chemistry of foods. These courses, together with nutrition, were later transferred to the School of Household Administration where they properly belong.<sup>9</sup>

4. The number of hours offered in art, design, drawing, and sketching have increased more than five fold. A large part of this increase was necessary for the school added departments requiring work in these courses.

5. The school having begun to specialize in the

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<sup>9</sup>Record of Minutes, University of Cincinnati, 1919-1922, V. 10, p. 414. Also 1923-1926, V. 11, pp. 206-207, 379.

fields of architecture, ceramics, and interior decoration, most of the professional courses in 1935 centered around these lines of activity.

#### Chapter Summary

While the tendency in the College of Liberal Arts before 1885, as in other American colleges, was to increase the variety of degrees offered, the more recent practice has been to offer the one degree, Bachelor of Arts, and certain programs in co-operation with other colleges of the University, leading to the appropriate degrees. This conforms with the theory that the College of Liberal Arts should contribute to cultural, preparatory, and professional objectives rather than being primarily occupational. A number of courses formerly offered by the Liberal Arts College have been taken over by other divisions of the University, leaving this College free to work toward its primary objectives.

There have not been a large number of additions to the courses offered in the Colleges of Medicine and Law. The School of Nursing and Health has made numerous changes in its effort to adjust its work to the needs of society while keeping step with the developments in science. The Teachers College, with history and philosophy of education, elementary education, kindergarten education, and educational psychology as principal fields, has developed

the last three fields considerably; and has added many courses in newer fields, including administration, secondary education, and research. A development of special significance in the Teachers College has been the offering of graduate courses, indicative of the scientific interest in education.

The general trend in the Graduate School has been toward the addition of new departments, particularly those concerned, in part, with professional fields.

The School of Applied Arts has changed from an institution offering many courses in engineering departments and household arts to a professional school centering its attention on architecture, ceramics, and interior decoration. A number of courses ordinarily considered as academic are offered for both their cultural and professional values in the College of Engineering and Commerce, the School of Applied Arts, and the School of Household Administration.

The general trend, on the whole, has been toward expansion in the various schools and colleges. Courses are being provided for a larger number of classes of society than formerly, which is in accord with the original philosophy of higher education in Cincinnati. The University is being made to function more in keeping with the real needs of the people.

## CHAPTER IX

### TRENDS IN REGISTRATION AND GRADUATION

#### Introduction

The aim of the present chapter is to present material showing the trends in registration and graduation in the various schools and colleges of the University. The material was secured by examining available catalogues and commencement programs and tables prepared from data found in these sources.

It may be noted by referring to the tables in this chapter that certain items are missing. In some cases the data were not found, while in the case of the College of Law and also with the School of Household Administration, there were periods during which no registrants were recorded. This was due to the fact that the Law School was separated from the University from 1911 to 1918, while the School of Household Administration was a department of the Teachers College for a time.

The number of graduates who received degrees are listed without counting those who received diplomas and certificates. This procedure resulted in leaving some years blank so far as graduates of certain schools are concerned.

TABLE XIII

## TRENDS IN REGISTRATION, UNIVERSITY OF CINCINNATI, 1875-1935

| Number Registered in the Schools and Colleges <sup>1</sup> |      |      |      |      |      |       |      |     |      |      |       |       |
|------------------------------------------------------------|------|------|------|------|------|-------|------|-----|------|------|-------|-------|
| Year                                                       | L.A. | Med. | Eng. | T.C. | Ext. | Grad. | H.A. | Law | A.A. | Com. | Nurs. | Total |
| 1875                                                       | 58   |      |      |      |      |       |      |     |      |      |       | 58    |
| 1876                                                       | 57   |      |      |      |      | 2     |      |     |      |      |       | 59    |
| 1877                                                       | 87   |      |      |      |      | 2     |      |     |      |      |       | 89    |
| 1878                                                       | 78   |      |      |      |      | 2     |      |     |      |      |       | 80    |
| 1879                                                       | 111  |      |      |      |      | 3     |      |     |      |      |       | 114   |
| 1880                                                       | 98   |      |      |      |      | 4     |      |     |      |      |       | 102   |
| 1881                                                       | 113  |      |      |      |      | 6     |      |     |      |      |       | 119   |
| 1882                                                       | 81   |      |      |      |      | 5     |      |     |      |      |       | 86    |
| 1883                                                       | 79   |      |      |      |      | 7     |      |     |      |      |       | 86    |
| 1884                                                       | 97   |      |      |      |      | 5     |      |     |      |      |       | 102   |
| 1885                                                       | 64   |      |      |      |      | 1     |      |     |      |      |       | 65    |
| 1886                                                       | 75   |      |      |      |      | 8     |      |     |      |      |       | 83    |
| 1887                                                       | 97   |      |      |      |      | 5     |      |     |      |      |       | 102   |
| 1888                                                       | 93   |      |      |      |      | 5     |      |     |      |      |       | 98    |
| 1889                                                       | 95   |      |      |      |      | 8     |      |     |      |      |       | 103   |
| 1890                                                       | 95   |      |      |      |      | 7     |      |     |      |      |       | 102   |
| 1891                                                       | 95   |      |      |      |      | 10    |      |     |      |      |       | 105   |
| 1892                                                       | 125  |      |      |      |      | 14    |      |     |      |      |       | 139   |
| 1893                                                       | 173  |      |      |      |      | 27    |      |     |      |      |       | 200   |
| 1894                                                       | 239  |      |      |      |      | 27    |      |     |      |      |       | 266   |
| 1895                                                       | 213  |      |      |      |      | 13    |      |     |      |      |       | 226   |
| 1896                                                       | 230  |      |      |      |      | 30    |      |     |      |      |       | 260   |
| 1897                                                       | 256  | 267  |      |      |      | 42    |      | 42  |      |      |       | 607   |
| 1898                                                       | 320  | 213  |      |      |      | 46    |      | 145 |      |      |       | 724   |
| 1899                                                       | 327  | 212  |      |      |      | 51    |      | 123 |      |      |       | 713   |
| 1900                                                       | 430  | 232  |      |      |      | 74    |      | 114 |      |      |       | 850   |
| 1901                                                       | 379  | 200  |      |      |      | 32    |      | 87  |      |      |       | 698   |
| 1902                                                       | 381  | 180  |      |      |      | 32    |      | 67  |      |      |       | 660   |
| 1903                                                       | 372  | 170  |      |      |      | 37    |      | 63  |      |      |       | 642   |
| 1904                                                       | 369  | 120  | 101  |      |      | 50    |      | 74  |      |      |       | 714   |
| 1905                                                       | 379  | 137  | 120  | 226  |      | 52    |      | 73  |      |      |       | 987   |
| 1906                                                       | 395  | 133  | 134  | 268  | 60   | 82    |      | 76  |      |      |       | 1148  |
| 1907                                                       | 405  | 118  | 174  | 163  | 158  | 86    |      | 88  |      |      |       | 1192  |
| 1908                                                       | 416  | 118  | 190  | 212  | 210  | 93    |      | 84  |      |      |       | 1323  |
| 1909                                                       | 411  | 199  | 203  | 223  | 175  | 115   |      | 84  |      |      |       | 1410  |
| 1910                                                       | 469  | 151  | 231  | 222  | 191  | 121   |      | 85  |      |      |       | 1470  |

## 1. Abbreviations:

L.A., Liberal Arts

Med., Medical College

Eng., Engineering and Commerce

T.C., Teachers College

Ext., Extension students

Nurs., School of Nursing and Health

Grad., Graduate School

H. A., Household Administration

Law, College of Law

A. A., Applied Arts

Com., College of Commerce

TABLE XIII (Continued)

| Number Registered in the Schools and Colleges <sup>1</sup> |      |      |      |      |                   |       |      |     |                   |      |       |       |
|------------------------------------------------------------|------|------|------|------|-------------------|-------|------|-----|-------------------|------|-------|-------|
| Year                                                       | L.A. | Med. | Eng. | T.C. | Ext. <sup>2</sup> | Grad. | H.A. | Law | A.A. <sup>3</sup> | Com. | Nurs. | Total |
| 1911                                                       | 562  | 124  | 287  | 236  | 338               | 112   |      |     |                   |      |       | 1659  |
| 1912                                                       | 596  | 124  | 289  | 254  | 338               | 118   |      |     |                   |      |       | 1719  |
| 1913                                                       | 1327 | 80   | 335  | 297  | 342               | 127   |      |     |                   | 95   |       | 2603  |
| 1914                                                       | 1110 | 61   | 409  | 305  | 342               | 174   | 67   |     |                   | 104  |       | 2572  |
| 1915                                                       | 1239 | 84   | 460  | 316  | 322               | 149   | 85   |     |                   | 187  |       | 2842  |
| 1916                                                       | 1492 | 92   | 477  | 436  | 516               | 144   | 53   |     |                   | 196  |       | 3406  |
| 1917                                                       | 1646 | 100  | 506  | 430  | 563               | 187   | 74   |     |                   | 307  | 108   | 3921  |
| 1918                                                       | 1621 | 145  | 454  | 435  | 547               | 131   | 92   |     |                   | 281  | 123   | 3829  |
| 1919                                                       | 1501 | 176  | 587  | 283  | 199               | 89    | 59   | 70  |                   | 184  | 168   | 3316  |
| 1920                                                       | 1601 | 238  | 1130 | 284  | 199               | 162   |      | 88  |                   |      | 120   | 3822  |
| 1921                                                       | 1619 | 242  | 1359 | 343  | 327               | 166   |      | 85  |                   |      | 99    | 4240  |
| 1922                                                       | 1733 | 231  | 1482 | 372  | 414               | 157   |      | 85  |                   |      | 105   | 4579  |
| 1923                                                       | 1810 | 154  | 1734 | 292  | 353               | 186   | 31   | 61  |                   |      | 107   | 4728  |
| 1924                                                       | 2004 | 233  | 1971 | 523  | 442               | 226   | 22   | 52  | 40                |      | 98    | 5611  |
| 1925                                                       | 1991 | 257  | 2255 | 523  | 322               | 291   | 6    | 57  | 44                |      | 99    | 5845  |
| 1926                                                       | 2103 | 260  | 2832 | 592  | 339               | 344   | 66   | 95  | 186               |      | 150   | 6967  |
| 1927                                                       | 2214 | 271  | 4001 | 1011 | 812               | 194   | 74   | 115 | 226               |      | 100   | 9018  |
| 1928                                                       | 2329 | 273  | 4435 | 1357 | 715               | 219   | 74   | 196 | 294               |      | 105   | 9997  |
| 1929                                                       | 2183 | 272  | 4709 | 1369 | 1262              | 242   | 129  | 174 | 129               |      | 87    | 10556 |
| 1930                                                       | 2296 | 283  | 5430 | 1433 | 1103              | 252   | 137  | 180 | 137               |      | 97    | 11348 |
| 1931                                                       | 2281 | 287  | 5932 | 1157 | 1124              | 271   | 186  | 180 | 357               |      | 121   | 11896 |
| 1932                                                       | 2277 | 312  | 6393 | 1271 | 1063              | 299   | 199  | 177 | 423               |      | 130   | 12544 |
| 1933                                                       | 2430 | 315  | 5337 | 888  | 698               | 286   | 217  | 174 | 302               |      | 125   | 10772 |
| 1934                                                       | 1324 | 315  | 4621 | 530  | 662               | 290   | 211  | 182 | 293               |      | 117   | 8545  |
| 1935                                                       | 1317 | 293  | 4890 | 565  | 570               | 320   | 209  | 205 | 256               |      | 124   | 8749  |
| 1936                                                       | 1195 | 299  | 6256 | 681  |                   | 328   | 234  | 172 |                   |      | 89    | 9573  |

## 1. Abbreviations:

L.A., Liberal Arts  
 Med., Medical College  
 Eng., Engineering and Commerce  
 T.C., Teachers College  
 Ext., Extension students  
 Grad., Graduate School  
 H.A., Household Administration  
 Law, College of Law  
 A.A., Applied Arts  
 Com., College of Commerce  
 Nurs., School of Nursing and Health

2. The extension work is under the direction of the Teachers College, registrants generally being teachers and the courses duplicates of campus offerings. The registration reported here is for the first semester each year.
3. The registration in the School of Applied Arts has been included in the Engineering and Commerce registration in 1936 since the former is a division of the latter.



### I. Trends in Registration

From Table XIII and the University catalogues the following conclusions have been drawn:

1. The first eighteen years were a period of slow growth in the Academic Department.
2. From 1892 to 1900 was a period of rapid growth in the Academic Department.
3. After 1900 there were periods of growth and periods of decrease in registration for liberal arts courses, but the net result was a growth of 765 students between 1900 and 1936.
4. The College of Medicine had fewer students in 1916 than in 1897, due to the raising of the requirements for the M. D. degree in 1909.<sup>1</sup>
5. After 1916 there was a substantial increase in the registration of students in the College of Medicine, until 1933.
6. Although there was no College of Engineering until 1904, there were students taking engineering courses as early as 1875.<sup>2</sup>

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<sup>1</sup>University of Cincinnati Record, Ser. 1, V. 6, No. 3, pp. 225-231. Cincinnati: University of Cincinnati, 1909.

<sup>2</sup>Record of Minutes, University of Cincinnati, 1903-1906, V. 6, pp. 382, 461.

University of Cincinnati, Academic Department, p. 8. Cincinnati: James Barclay, 1875.

7. After the College of Engineering was established in 1904, the registration of students increased until the World War played a part in reducing the number.

8. In 1920 the registration in engineering was almost twice that of the preceding year, due in part to the merger of the College of Commerce with the College<sup>3</sup> of Engineering.

9. Since 1900 the registration in engineering and commerce has increased about four hundred per cent.

10. The number of students in Teachers College increased gradually from 1905 until after the close of the World War. This was followed by a decrease, probably due to the attraction of high wages in other occupations. There was a rapid rise from 1926, continuing until 1930.

11. There have been graduate students in the University since 1875.

12. The number of graduate students increased from 1904 until the World War period, during which there was a decrease.

13. From the time of the World War until 1926 there was an increase of more than two hundred fifty per cent in registration.

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<sup>3</sup> University of Cincinnati Record, Ser. 1, V. 27, No. 4, p. 14. Cincinnati: University of Cincinnati, 1931.

14. The registration in household arts remained below one hundred from 1914 to 1919, when the School of Household Arts became a department of the Teachers College.<sup>4</sup>

15. The School of Household Arts had a maximum of thirty-one students during the period of reorganization, from 1923 to 1925, but this period was followed by a tremendous increase in the new School of Household Administration.<sup>5</sup>

16. The School of Nursing and Health has had a registration of from eighty-seven to one hundred fifty, with no significant trends over a period of nineteen years.

17. The College of Law had an enrollment of from forty-two to one hundred forty-five during the period (1897-1911) when it was united with the University.

18. No registration is given here for the College of Law from 1911 until 1918 as it was separated from the University during this time.

19. Registration in the College of Law, while a part of the University, had never reached two hundred until 1935, when it reached 205.

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<sup>4</sup>Record of Minutes, University of Cincinnati, 1919-1922, V. 10, p. 18.

<sup>5</sup>Ibid., 1923-1926, V. 11, pp. 206-207, 379.

20. Registration in the School of Applied Arts increased from 1924 to 1928, followed by a decrease of more than fifty per cent in 1929, and an increase of more than one hundred seventy-five per cent from 1929 to 1931.

21. The total registration at the University did not show any permanent increase until after 1891.

22. The general tendency was toward an increase in registration from 1891 to 1932, when there was a decrease until 1934, with an increase of nearly two hundred students in 1935.

23. Registration in March, 1935, was less than that of 1934 in the School of Applied Arts, the College of Liberal Arts, the College of Medicine, and the School of Household Administration, while the registration increased in the College of Engineering and Commerce, the Teachers College, the Graduate School, the College of Law, and the School of Nursing and Health.

24. The extension registration has been largest since 1926, during the period when total registration was highest.

TABLE XIV

## TRENDS IN GRADUATION, UNIVERSITY OF CINCINNATI, 1877-1935

| Number of Degrees Awarded by the Schools and Colleges |      |      |      |      |       |      |     |      |      |       |       |
|-------------------------------------------------------|------|------|------|------|-------|------|-----|------|------|-------|-------|
| Year                                                  | L.A. | Med. | Eng. | T.C. | Grad. | H.A. | Law | A.A. | Com. | Nurs. | Total |
| 1877                                                  | 1    |      |      |      | 2     |      |     |      |      |       | 3     |
| 1878                                                  | 8    |      |      |      |       |      |     |      |      |       | 8     |
| 1879                                                  | 6    |      |      |      |       |      |     |      |      |       | 6     |
| 1880                                                  | 6    |      |      |      | 4     |      |     |      |      |       | 10    |
| 1881                                                  | 8    |      |      |      |       |      |     |      |      |       | 8     |
| 1882                                                  | 10   |      |      |      |       |      |     |      |      |       | 10    |
| 1883                                                  | 9    |      |      |      | 1     |      |     |      |      |       | 10    |
| 1884                                                  | 6    |      |      |      | 1     |      |     |      |      |       | 7     |
| 1885                                                  | 6    |      |      |      |       |      |     |      |      |       | 6     |
| 1886                                                  | 11   |      |      |      | 1     |      |     |      |      |       | 12    |
| 1887                                                  | 20   |      |      |      | 4     |      |     |      |      |       | 24    |
| 1888                                                  | 10   |      |      |      |       |      |     |      |      |       | 10    |
| 1889                                                  | 19   |      |      |      |       |      |     |      |      |       | 19    |
| 1890                                                  | 11   |      |      |      | 2     |      |     |      |      |       | 13    |
| 1891                                                  | 22   |      |      |      | 2     |      |     |      |      |       | 24    |
| 1892                                                  | 14   |      |      |      | 4     |      |     |      |      |       | 18    |
| 1893                                                  | 16   |      |      |      | 4     |      |     |      |      |       | 20    |
| 1894                                                  | 33   |      |      |      | 3     |      |     |      |      |       | 36    |
| 1895                                                  | 25   |      |      |      | 1     |      |     |      |      |       | 26    |
| 1896                                                  | 38   |      |      |      | 2     |      |     |      |      |       | 40    |
| 1897                                                  | 45   |      |      |      | 4     |      |     |      |      |       | 49    |
| 1898                                                  | 49   |      |      |      | 7     |      | 49  |      |      |       | 105   |
| 1899                                                  | 56   |      |      |      | 4     |      | 24  |      |      |       | 84    |
| 1900                                                  | 67   |      |      |      | 5     |      | 43  |      |      |       | 115   |
| 1901                                                  | 44   |      |      |      | 4     |      | 24  |      |      |       | 72    |
| 1902                                                  | 54   |      |      |      | 6     |      | 20  |      |      |       | 80    |
| 1903                                                  | 64   |      |      |      | 7     |      | 14  |      |      |       | 85    |
| 1904                                                  | 64   | 46   |      |      | 7     |      | 13  |      |      |       | 130   |
| 1905                                                  | 54   | 33   | 11   |      | 8     |      | 25  |      |      |       | 131   |
| 1906                                                  | 58   | 33   | 7    |      | 10    |      | 21  |      |      |       | 129   |
| 1907                                                  | 61   | 35   | 19   |      | 20    |      | 19  |      |      |       | 154   |
| 1908                                                  | 48   | 26   | 18   | 3    | 23    |      | 19  |      |      |       | 137   |
| 1909                                                  | 55   | 47   | 21   | 4    | 17    |      | 21  |      |      |       | 165   |
| 1910                                                  | 67   | 41   | 16   | 35   | 21    |      | 29  |      |      |       | 209   |
| Total                                                 | 1065 | 261  | 92   | 42   | 174   | 0    | 321 | 0    | 0    | 0     | 1955  |

## 1. Abbreviations:

L.A., Liberal Arts  
 Med., Medical College  
 Eng., Engineering and  
 Commerce  
 T.C., Teachers College  
 Grad., Graduate School

H.A., Household Administration  
 Law, College of Law  
 A.A., School of Applied Arts  
 Com., College of Commerce  
 Nurs., School of Nursing and  
 Health

TABLE XIV (Continued)

| Number of Degrees Awarded by the Schools and Colleges |      |      |      |      |       |      |     |      |      |       |       |
|-------------------------------------------------------|------|------|------|------|-------|------|-----|------|------|-------|-------|
| Year                                                  | L.A. | Med. | Eng. | T.C. | Grad. | H.A. | Law | A.A. | Com. | Nurs. | Total |
| For 'd.                                               | 1065 | 261  | 92   | 42   | 174   | 0    | 321 | 0    | 0    | 0     | 1955  |
| 1911                                                  | 55   | 38   | 17   | 33   | 26    |      | 21  |      |      |       | 190   |
| 1912                                                  | 64   | 56   | 37   | 38   | 34    |      |     |      |      |       | 229   |
| 1913                                                  | 98   | 26   | 27   | 62   | 17    |      |     |      |      |       | 230   |
| 1914                                                  | 78   | 14   | 31   | 49   | 28    |      |     |      |      |       | 200   |
| 1915                                                  | 84   | 20   | 34   | 7    | 10    | 8    |     |      | 1    |       | 164   |
| 1916                                                  | 127  | 22   | 40   | 4    | 13    |      |     |      |      |       | 206   |
| 1917                                                  | 76   | 14   | 36   | 40   | 29    | 4    | 25  |      | 1    |       | 225   |
| 1918                                                  | 107  | 23   | 30   | 51   | 13    | 5    | 21  |      |      |       | 250   |
| 1919                                                  | 96   | 27   | 42   | 55   | 9     |      | 10  |      | 1    |       | 240   |
| 1920                                                  | 99   | 68   | 45   | 39   | 21    |      | 12  |      | 4    | 1     | 289   |
| 1921                                                  | 109  | 60   | 73   | 27   | 27    |      | 15  |      |      |       | 311   |
| 1922                                                  | 139  | 45   | 75   | 31   | 21    |      | 28  |      |      |       | 339   |
| 1923                                                  | 103  | 61   | 93   | 26   | 26    |      | 28  |      |      |       | 337   |
| 1924                                                  | 143  | 64   | 98   | 91   | 41    |      | 19  |      |      |       | 456   |
| 1925                                                  | 135  | 64   | 91   | 93   | 44    |      | 7   |      |      |       | 434   |
| 1926                                                  | 163  | 55   | 78   | 111  | 54    | 2    | 19  | 3    |      |       | 485   |
| 1927                                                  | 154  | 120  | 97   | 174  | 50    | 7    | 23  | 7    |      |       | 632   |
| 1928                                                  | 176  | 128  | 130  | 196  | 43    | 5    | 37  | 15   |      |       | 804   |
| 1929                                                  | 194  | 132  | 132  | 246  | 52    | 10   | 37  | 29   |      |       | 832   |
| 1930                                                  | 151  | 121  | 146  | 285  | 41    | 20   | 41  | 21   |      |       | 826   |
| 1931                                                  | 167  | 117  | 139  | 237  | 58    | 29   | 52  | 39   |      |       | 838   |
| 1932                                                  | 190  | 128  | 150  | 234  | 66    | 30   | 48  | 40   |      |       | 886   |
| 1933                                                  | 189  | 139  | 186  | 238  | 63    | 33   | 41  | 49   |      |       | 938   |
| 1934                                                  | 190  | 144  | 199  | 193  | 56    | 30   | 40  | 49   |      |       | 901   |
| 1935                                                  | 221  | 141  | 202  | 223  | 58    | 43   | 57  | 43   |      |       | 988   |
| 1936                                                  | 192  | 153  | 188  | 172  | 67    | 27   | 52  | 35   |      |       | 886   |
| Total                                                 | 4565 | 2241 | 2518 | 2997 | 1141  | 253  | 954 | 330  | 7    | 1     | 15007 |

## 1. Abbreviations:

L.A., Liberal Arts  
 Med., Medical College  
 Eng., College of Engineering and Commerce  
 T.C., Teachers College  
 Grad., Graduate School  
 H.A., Household Administration  
 Law, College of Law  
 A.A., School of Applied Arts  
 Com., College of Commerce  
 Nurs., School of Nursing and Health

## II. Trends in Graduation

From Table XIV and University records, the following conclusions were drawn:

1. While graduate degrees have been granted since 1876, it was thirty years before the number for any year reached ten.

2. The fewest number of graduate degrees awarded in one year by the Graduate School, since it was inaugurated in 1906, was nine, that being in the spring after the World War.

3. The largest number of graduate degrees granted in a year was sixty-seven, in 1936.

4. While the number of Liberal Arts graduates has increased since 1877, the total in any year did not reach one hundred until 1916.

5. Only twice did the number of graduates in engineering reach ten before 1907. After that the general trend was toward an increase, the most marked advance coming after 1920, subsequent to the fusion of the Colleges of Commerce and Engineering.<sup>6</sup>

6. The range in number of graduates in the College of Medicine was from fourteen to sixty-four until 1927,

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<sup>6</sup>University of Cincinnati Record, Ser. 1, V. 27, No. 4, p. 14. Cincinnati: University of Cincinnati, 1931.

when the number went above the one hundred mark.

7. Only three times has the number of law degrees awarded by the University reached fifty, the three times being in 1931, in 1935, and in 1936, while the range has been from seven to fifty-seven.

8. Generally speaking, the number of degrees granted annually by the schools of Applied Arts, Nursing and Health, and Household Administration has been below fifty in each school.

9. The degrees awarded by the Teachers College increased almost twenty fold from 1908 to 1913, decreasing thereafter for three years, and then making an increase of one thousand per cent in 1917.

10. From 1917 to 1923 the range in the number of graduates of the Teachers College was between twenty-six and fifty-five, followed by a rapid increase until 1930 when the number reached two hundred eighty-five. This was the high mark.

11. The College of Commerce, during its short existence as a separate College, had a maximum of four graduates in any one year.

12. In general, the trend in the total number of graduates was toward an increase from 1886 to 1898. The number in 1898 was augmented by the addition of graduates in Law, with the Law College united with the University.



13. There was another period of increase in the total number of graduates from 1904 until 1915, when the number of graduates of both the Graduate School and the Teachers College decreased.

14. Since 1915 the total number of graduates has continued to increase almost constantly, being augmented by the addition of other schools.

15. The Teachers College has graduated more students in recent years than the College of Liberal Arts. However, with its much longer period of existence the College of Liberal Arts has graduated a total of about one and one-half times as many as the Teachers College.

#### Chapter Summary

The statistics on registration and graduation indicate that the University has continued to provide for the education of more students with the passage of time. It has been keeping pace with the trends throughout the country, both in physical growth and the expansion of activities.

The University has been well supported during the late depression in respect to students registered, there being a rather large increase from 1930 to 1932. There was, however, a heavy decrease in registration in 1933 and 1934 which was only slightly recovered in 1935. Registration has in the past been affected by economic conditions

or periods of special stress, it has likewise been affected by modifications in admission and degree requirements. Nevertheless, on the whole, there has been a satisfactory growth for the past four decades.

## CHAPTER X

### THE DEVELOPMENT OF STUDENT ORGANIZATIONS

#### Introduction

The purpose of the present chapter is to present the leading developments in student organizations. Most of the material covers the period since 1900, with emphasis directed toward more recent movements.

An effort has been made to secure information regarding all the student organizations connected with the University at the present time, but no attempt was made to secure historical data concerning all organizations of the past that may have ceased to function.

#### I. Organizations of a General Character

##### The Place of Extra-Curricular Activities in College.--

F. J. Kelly<sup>1</sup> says that "The importance of extra-curricular

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<sup>1</sup>  
F. J. Kelly, American Arts College, p. 134.  
New York: Macmillan Co., 1925.

activities in college is acknowledged by all thoughtful students of education." The primary objectives in these activities is to provide opportunities for the display of initiative and leadership, to develop a limited degree of student self government, and to make possible the maintenance of social and other harmonious groups for wholesome contacts and entertainment. These activities also aid in the development of individual abilities, resulting in better preparation for life.

The Student Council.--The Student Council is one of the most important organizations connected with the University. It was organized in 1917, superseding the University Club, whose objectives were to encourage student enterprise, foster college spirit, and further the interests of the University.<sup>2</sup>

In organizing the Student Council provision was made for an Executive Board, consisting of the four class presidents, with two senior women and one junior woman elected by the Council. The Board was to meet once a week to consider means of carrying out its purpose, which was to act as an intermediary between students and the faculty, and to act for the Council whenever immediate

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<sup>2</sup>Cincinnati, p. 111. Cincinnati: Cincinnati, 1900.

action was necessary.<sup>3</sup>

In 1927 the Student Council eliminated the Freshmen Vigilance Committee and decided to try Freshman Week under a guidance committee, and in 1931, together with the faculty, formed the Faculty-Student Activity Committee to have disciplinary control of fraternities and other campus organizations. This committee was to consist of the President of the Student Council, the President of the Woman's Student Government Association, the Dean of Women, and three other persons selected by the President of the University.<sup>4</sup>

In 1932 the administrative affairs of the Student Council were in the hands of a body of forty persons representing each college and each class, together with the officers of the Council.<sup>5</sup> Rules and regulations regarding social functions were adopted by the council, these regulations including restrictions on the various social functions, with particular emphasis upon dances. Applications for all social functions must be made at

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<sup>3</sup>Cincinnatian, p. 49. Cincinnati: Cincinnatina, 1917.

<sup>4</sup>"Faculty-Student Activity Committee Formed," Bearcat, V. 9, No. 15 (February 11, 1931), 1. Cincinnati: Bearcat.

<sup>5</sup>Students' Handbook, V. 17, p. 52. Cincinnati: Y. M. C. A., University of Cincinnati, 1932.

the office of the Dean of Women, and final authority concerning all social functions is given to the Faculty-Student Committee on Student Activities.

The Society of Cincinnati.--Through the efforts of the senior class and the Student Council the Cincinnatus Society was organized in 1917, this being a special alumni group. Each year students of the graduating class are selected to membership. Those selected are those who have been most active in the University affairs and are considered as most likely to continue being loyal to their Alma Mater.<sup>6</sup>

The Woman's Student Government Association.--The Woman's Student Government Association grew out of the Woman's League in 1925; for the purpose of maintaining high social standing among the students, to increase the sense of responsibility of women students, to further the spirit of unity among the women students, and to take care of functions not under the jurisdiction of the student council or the faculty. Every woman on the campus was made a member of the association. The Vigilance Committee, the Freshman organization, and the Junior Advisers were brought under the jurisdiction of this

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<sup>6</sup>  
Cincinnatian, p. 113. Cincinnati: Cincinnatian, 1918.

important organization.<sup>7</sup>

The Dormitory Council.--After the Men's Dormitory was occupied, the Dormitory Council was organized to formulate and enforce all rules governing Dormitory residents. The Council has also taken charge of the supervision of the social and athletic events at the Dormitory.<sup>8</sup>

The Co-op Club.--This club was listed among the student organizations in 1917, being a social club for engineering students, except freshmen. Freshmen were permitted to attend but could not become members. The purpose was to promote fellowship among the men students of the engineering college. Later a similar organization was created for the benefit of the women in the engineering, chemical, commercial, and applied arts departments.<sup>9</sup>

Student Government Organizations in the Colleges and Schools.--During 1907 the students of the two upper classes of the College of Engineering formed the Student Government Association to receive and investigate com-

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<sup>7</sup> "Woman's Student Government Association," Bearcat, V. 4, No. 18 (March 10, 1925), 1. Cincinnati: Bearcat.

<sup>8</sup> Students' Handbook, V. 17, p. 53. Cincinnati: Y. M. C. A., University of Cincinnati, 1932.

<sup>9</sup> "Co-op Club Organized," Co-operative Engineer, V. 5, No. 3 (April, 1926), 28. Cincinnati: University of Cincinnati.

plaints and to recommend to the dean disciplinary measures. Matters not settled by the students were to be referred to the President of the University as the court of last resort. A Tribunal was organized, composed of three seniors and two juniors who served as an intermediary between the students and the dean.<sup>10</sup>

More recently tribunals have been established in connection with the other branches of the University. There is a Woman's Tribunal for the College of Engineering and Commerce and the School of Applied Arts. The Liberal Arts Tribunal was organized in 1928, and the College of Education Tribunal the following year. The Household Administration Tribunal was organized to coordinate and regulate student activities as well as serve as a medium between faculty and the students.

The Junior Advisers.--The Junior Advisers, composed of girls appointed from the junior class, help freshmen girls of the College of Liberal Arts and School of Applied Arts through their trials of registration and orientation to the University life. Each Junior Adviser has the responsibility of one of the convocation groups

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<sup>10</sup>"Student Government Association at the Engineering College," University News, V. 5, No. 17 (February 6, 1907), 3. Cincinnati: University News.



which meet every Friday at 11:30 in Swift Hall.<sup>11</sup>

<sup>12</sup>  
The Hobby Hour.--Since 1921 the College of Engineering and Commerce has had in operation what is called a Hobby Hour, during the period from 11:30 to 12:30. At this time students are given an opportunity to take part in whatever activities may attract their interest.

## II. Literary and Dramatic Organizations

Although literary societies in colleges do not have the prominence that they did have at one time, nevertheless there is a place for such organizations and at Cincinnati the interest in these has been maintained to at least a limited extent. In harmony with the general trends in American universities and colleges, more emphasis has<sup>13</sup> been placed on debating and dramatics in recent years.

The Literary Society.--The Young Women's Literary and Debating Society, later called The Literary Society, was organized in 1900. The members were selected because of literary ability and interest. This society has functioned continuously. In 1932 it announced that its aims were to advance the standards of good literature and

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<sup>11</sup>  
Students' Handbook, V. 17, p. 54. Cincinnati: Y. M. C. A., University of Cincinnati, 1932.

<sup>12</sup>  
Ibid., p. 54.

<sup>13</sup>  
D. A. Robertson, American Universities and Colleges, pp. 50-53. New York: Charles Scribner's Sons, 1928.

to promote the spirit of companionship among its members.<sup>14</sup>

The Debating Council.--The University Speakers' Club for male students was in active operation in 1906.<sup>15</sup> Students were admitted to membership by two-thirds vote.

In 1909 a second debating society was organized for both men and women, which was called The Debating Association of the University of Cincinnati. Two or more intercollegiate debates were held each year.<sup>16</sup>

The Debating Council was the outgrowth of the debating activity and for several years has had charge of the arranging of intercollegiate debates.

Dramatic Clubs.--Dramatic clubs have been connected with the University since an early date in its history. The Drama Circle, renamed the Malvolio Mummers in 1922, was one of the important clubs of this nature. This organization has been permitting all persons interested to try out in dramatics, with those accepted each year presenting a play. For a number of years the Fresh

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<sup>14</sup>Cincinnatian, p. 157. Cincinnati: Cincinnatian, 1906.

<sup>15</sup>"Speakers' Club of the University of Cincinnati," University News, V. 5, No. 3 (October 24, 1906), 3. Cincinnati: University News.

<sup>16</sup>University of Cincinnati Record, Ser. 1, V. 6, No. 3, p. 39. Cincinnati: University of Cincinnati, 1909.

Painters have been presenting an annual musical comedy.

### III. Other Clubs

Modern Language Clubs.--As early as 1902 there was an organization of French students, their club being known as Le Cercle Francais. The purpose was to stimulate a greater interest in the French language and literature by means of conversation, reading and lectures. Membership in this club is by invitation only.<sup>17</sup>

According to the Cincinnatian of 1922 a Spanish Club, known as El Circulo-Hispano-Americano, was holding meetings at the University.<sup>18</sup> This club has continued for the purpose of stimulating a greater interest in the Spanish language and literature. Membership, as with the French club, is by invitation only.

The History Club.--The History Club was organized under the sponsorship of Dr. Whitcomb in 1909. The aim of this club is to bring together for discussion and fellowship those students who, through their study of history, have shown a desire for further reading and

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<sup>17</sup> Cincinnatian, p. 147. Cincinnati: Cincinnatian, 1906.

Student's Handbook, V. 17, p. 55. Cincinnati: Y. M. C. A., University of Cincinnati, 1932.

<sup>18</sup> Cincinnatian, p. 139. Cincinnati: Cincinnatian, 1922.

investigation.<sup>19</sup>

The Sociology Club.--The Sociology Club was listed among the active clubs in 1932.<sup>20</sup> This was formed to promote fellowship among its members and to make possible a study of questions and problems of special interest to students of sociology. Faculty members of the department and students majoring or minoring in sociology are eligible to membership.

The Paleolinguists.--This group was founded in the undergraduate organization of the Department of Classics. Its meetings are of a varied nature, including social affairs, discussions by students with each other, also discussions by students and instructors.<sup>21</sup>

#### IV. Musical Organizations

Music appreciation and interest has been noteworthy in Cincinnati, and this has been reflected in the musical organizations at the University.

The Glee Club.--As early as 1894 the glee club and the mandolin club of the University were giving concerts

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<sup>19</sup> Students' Handbook, V. 17, p. 55. Cincinnati: Y. M. C. A., University of Cincinnati, 1932.

<sup>20</sup> Ibid., p. 55.

<sup>21</sup> Ibid., p. 55.

locally and at a distance from Cincinnati. By 1909 there were two glee clubs, one for men and one for women.<sup>22</sup>

The Men's Glee Club was reorganized in 1925 to bring together the musically talented male students who might be interested in this activity. One must be tried out before being admitted to membership. For several years the Club has furnished choral selections at various University functions, and occasionally at other gatherings in the city.

The Girls' Glee Club was organized to promote interest in good music and good fellowship among women students. Try-outs have been held annually at the opening of the University in the fall.

The University Singers has been organized for negro students interested in choral music.<sup>23</sup>

The Student Orchestra.--While Earl Wocker of the Conservatory of Music was directing the preparation of music for the Co-op Stag of 1920, the orchestras of the University held meetings in the Woman's building, and

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<sup>22</sup>University of Cincinnati Record, Ser. 1, V. 6, No. 3, p. 39. Cincinnati: University of Cincinnati, 1909.

<sup>23</sup>Students' Handbook, V. 17, pp. 55-56. Cincinnati: Y. M. C. A., University of Cincinnati, 1932.

from these meetings developed the organization of the Student's Symphony Orchestra, which came into existence the next year. The University not affording sufficient talent, other musicians of the city were invited to participate.<sup>24</sup> In recent years any student who can play a musical instrument is admitted to the Student Orchestra.

The University Band.--The University Band has been a valuable organization in promoting school spirit and in assisting at the athletic events at the Stadium. Concerts are also given throughout the year in co-operation with various school activities. All students who play instruments are urged to join the band.<sup>25</sup>

#### V. Professional and Scientific Organizations

The Blue Hydra Botanical Society.--The Blue Hydra Botanical Society, founded in 1902, is the oldest departmental society at the University. For many years this has been an honorary organization, membership being granted only to those who have shown special interest in botany. At the monthly meetings of students and faculty members, eminent botanists from other institutions have presented reports on botanical investigations.<sup>26</sup>

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<sup>24</sup>Cincinnatian, p. 100. Cincinnati: Cincinnati, 1923.

<sup>25</sup>Students' Handbook, V. 17, p. 56. Cincinnati: Y. M. C. A., University of Cincinnati, 1932.

<sup>26</sup>Students' Handbook, V. 17, p. 57. Cincinnati: Y. M. C. A., University of Cincinnati, 1932.

The Organizations of the College of Engineering and Commerce.--The Co-op Commerce Club was organized to bring together in monthly meetings all commerce students for the purpose of fostering intimate friendship among them.

The American Society of Mechanical Engineers has organized a branch at the University. Any student in engineering is permitted to join. The General Engineer's Club was organized for the co-operative students in general engineering. The Chemical Engineer's Club was organized in 1919 for all chemical engineering students.<sup>27</sup>

The Braune Civils group was organized in 1915 to promote the social and scientific interests of the Civil Engineering students.<sup>28</sup> This organization has been made a local chapter of the American Society of Civil Engineers.

The University records show that the local branch of the American Institute of Electrical Engineers was in existence as early as 1909. This organization gives

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<sup>27</sup>Students' Handbook, V. 17, pp. 56-57. Cincinnati: Y. M. C. A., University of Cincinnati, 1932.

<sup>28</sup>Cincinnatian, p. 211. Cincinnati: Cincinnatian, 1915.

students an opportunity to hear lectures and informal talks by the foremost electrical men of America.<sup>29</sup>

The Co-operative Society.--The Co-operative Society was organized in 1904 to help students secure books and other school supplies and equipment at reduced rates. To carry out its purpose the society has, since its founding, operated the University Book Store.<sup>30</sup>

Other Professional and Scientific Clubs.--The Nutrition Club of the School of Household Administration promotes interest in nutritional work. The Pre-Medic Club, being in existence since 1916, cultivates medical ideas among the pre-medical students. The Arete Society was organized in 1929 to enlarge the Department of Physical Education, to bring about co-operation among those within the department and those outside, and to maintain high standards and ideals in physical education.<sup>31</sup> The Chemist's Club, which was in existence in 1905, is an organization for honor students in chemistry.<sup>32</sup> The

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<sup>29</sup> University of Cincinnati Record, Ser. 1, V. 6, No. 3, Cincinnati: University Press, 1909.

<sup>30</sup> Cincinnatian, p. 174. Cincinnati: Cincinnatian, 1908.

<sup>31</sup> Students' Handbook, V. 17, pp. 56-57. Cincinnati: Y. M. C. A., University of Cincinnati, 1932.

<sup>32</sup> University of Cincinnati Record, Ser. 1, V. 2, No. 6, p. 7. Cincinnati: University Press, 1905.



Varsity Art Club promotes an appreciation of art among the students of all the colleges.<sup>33</sup>

#### V. Religious Organizations

One of the original objectives of the founders of the Cincinnati University was to promote Bible instruction. The Bible of the protestant faith was specifically mentioned in the McMicken will, but a broader conception of religion has been manifested as the University has been developed, and two of the prominent religious organizations are not representative of the protestant faith.

The Menorah Society.--The Menorah Society is a Jewish organization for the purpose of studying the advancement of Jewish culture and ideals. The Society has forum discussions and lectures by able leaders.<sup>34</sup>

The Newman Club.--This Club was established in 1924 to promote the spiritual, cultural, and social welfare of Catholic students.<sup>35</sup> For the past several years meetings have been held on the third Sunday of each month at which time prominent laymen have addressed the members. Discussion groups have met on the first Sunday of each month.

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<sup>33</sup>Cincinnati, p. 148. Cincinnati: Cincinnati, 1922.

<sup>34</sup>Ibid., 1915, p. 223; and 1930, p. 325.

<sup>35</sup>Ibid., 1930, p. 327.

The Young Men's Christian Association and the Young Women's Christian Association.--After the Thanksgiving recess in 1898, consideration was given to the organization of Young Men's and Young Women's Christian Associations. During the Christmas holidays two meetings were held at the Cincinnati Young Men's Christian Association, which were attended by some of the state association workers to aid in arousing interest. About seventy-five persons from the University were enlisted in the work, and from this beginning there have developed the Christian Associations for both men and women.<sup>36</sup>

Since 1930 the University has had a branch of the Young Men's Christian Association of Cincinnati and Hamilton County. In 1930 a new building was completed which accommodates both the men and the women, this building being a gift of Mrs. David B. Gamble and her three sons, in memory of the husband and father. This headquarters building is located on the edge of the campus on Calhoun Street.<sup>37</sup>

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<sup>36</sup> Cincinnati, p. 133. Cincinnati: Cincinnati, 1899.

<sup>37</sup> Students' Handbook, V. 17, pp. 32-50, 58. Cincinnati: Y. M. C. A., University of Cincinnati, 1932.

## VII. Fraternities and Sororities

Fraternities in American Colleges.--During the early history of American colleges, students formed societies for literary and social purposes. Secrecy as to name, membership, time and place of meeting, was maintained. Greek letters, standing for certain Greek words known only to members, have been used for names. The development of national fraternities with local chapters has been a significant social phenomenon. Several types of fraternities have developed, there being professional, scientific, departmental, and social. All types have found a place in the University of Cincinnati.

The First Fraternity at the University.--Judge Howard Ferris, a graduate of Denison University, desiring to have a fraternity for his friends at the University of Cincinnati, helped to promote a movement for the establishment of a chapter of the Sigma Chi fraternity in 1882. This was extinct for a time with the graduation of all members in 1897, but was rejuvenated the following year and has continued.<sup>38</sup>

The First Sorority at the University.--During 1912 a group of women of the senior class organized the Mystic

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<sup>38</sup> Cincinnatian, p. 70. Cincinnati: Cincinnatian, 1898.

Thirteen, a club designed to bring about a better understanding among women students. In 1932 this club took the name of Mystic Thirteen Chapter of the Mortar Board, a national honorary sorority for juniors and seniors. Election to membership has been based on service to the University and congeniality.<sup>40</sup>

Rushing Rules of the President's Council.---In 1932 the Presidents of the various fraternities announced four rules regarding the rushing of new students by these fraternities.<sup>41</sup> The rules define "pledging," eligibility for pledges, and the pledging of men from out of town, both those on co-operative courses and those in Liberal Arts.

Rushing Rules of the Women Pan-Hellenic Association.---These rules, numbering thirteen, designate time for rushing, expenses allowable, hours, formals, favors, parties, etc. The twelfth rule states that "the rushee must appear at the Dean's office by noon of the last Saturday of rushing for a sorority ballot on which she checks her preferential choice and returns it to the Dean's office

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<sup>39</sup>Cincinnatian, p. 208. Cincinnati: Cincinnatian, 1930.

<sup>40</sup>Students' Handbook, V. 17, pp. 70-71. Cincinnati: Y. M. C. A., University of Cincinnati, 1932.

<sup>41</sup>Ibid., pp. 60-61.

by 9 A. M., on the day of pledging." Quiet is maintained from 12 o'clock Saturday until 4 P. M. Monday, the day of pledging.<sup>42</sup>

Fraternities at the University.--There are fifty-eight fraternities at the University of Cincinnati, these being distributed as follows: eighteen, national collegiate; two, national honorary; seven, scholastic, two of these being co-educational; five, activity; four, local honorary, one of these being co-educational; twenty-two, national and professional or departmental, one being co-educational.<sup>43</sup>

Sororities at the University.--There are twenty-eight sororities at the University: sixteen, two of which are for colored girls, being national collegiate; one, local collegiate; three, national honorary; two, local honorary; four national professional and departmental; two, local professional and departmental.<sup>44</sup>

#### VIII. Athletics at the University

Athletics at the University before 1900.--The first intercollegiate baseball game was played in 1886, although

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<sup>42</sup>Students' Handbook, V. 17, pp. 61-62. Cincinnati: Y. M. C. A., University of Cincinnati, 1932.

<sup>43</sup>Ibid., pp. 62-68.

<sup>44</sup>Ibid., pp. 69-72.

the University had played some baseball previously. For seven years thereafter baseball was limited to playing with high schools, intercollegiate baseball becoming a regular feature in 1893.

The first football team at the University was organized in 1885, but there is no record of any intercollegiate games until 1888.

During the early years of athletic history at the University the players and business men paid the bills.

During the year 1890-1891 an Athletic Association was formed to control athletics. The Executive Committee was composed of four seniors, three juniors, two sophomores, and one freshman, all elected by their respective classes. In 1895 arrangements were made for a committee consisting of three faculty members, three alumni elected by the Alumni Association, and three students elected by their executive committee.<sup>45</sup>

The Athletic Council.---The Athletic Council resulted from action taken by the Board of Directors in 1897. The Board decided that the faculty should be entrusted, through a committee, to map out a set of eligibility rules for athletes, based upon scholarship and residence at the University. It was further decided by the Board that Captains

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<sup>45</sup>Cincinnatian, pp. 104-112. Cincinnati: Cincinnatian, 1896.

of the teams should be held responsible for reporting correct lists of eligible players.<sup>46</sup>

In carrying out the decision of the Board the Athletic Council was organized, which consisted of the managers of the teams (football, baseball, track) two members of the Academic Department, one from the Law School, one from the Medical College, five from the Academic Alumni, and three selected at large. This Council was to have charge of the men's athletics.

In 1898 the Women's Athletic Association was organized to have charge of women's athletics. This Association consisted of a president, vice-president, secretary, treasurer, an executive committee, and two faculty members.<sup>47</sup>

There was considerable agitation during the passing years in favor of changing the make-up of the Athletic Council and in 1918 the President of the University approved the proposed reorganization. Under the reorganized plan,<sup>48</sup> four students (approved as to scholarship by the Deans) were to serve with three alumni and three faculty members on the Council.

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<sup>46</sup>Record of Minutes, 1892-1898, V. 4, p. 478.

<sup>47</sup>Cincinnatian, pp. 110-111. Cincinnati: Cincinnati, 1932.

<sup>48</sup>"Athletic Council Reorganized," University News, V. 16, No. 24 (April 17, 1918), 1. Cincinnati: University News.

Under the direction of the Council athletics developed until the University of Cincinnati had a more complete schedule than any other Ohio college. Eight sports were emphasized: football, baseball, basketball, track, swimming, wrestling, tennis, and cross country. During the year 1925-1926 two hundred fifty students participated in athletics. All the intercollegiate athletic activities were financed with no cost to the University except certain general University funds.<sup>49</sup>

At the close of the year 1925-1926 the Athletic Council was discontinued, and the supervision of all athletic activities was placed in the hands of the President of the University.

Intra-mural Athletics.--Definite provisions were made for intra-mural sports in 1926 with the result that many more persons began participating. This, however, did not do away with intercollegiate activities. During the year 1932-1933 about three thousand students participated in intra-mural sports, while one hundred sixty-seven men were on the various intercollegiate teams.<sup>50</sup> Intercollegiate sports are limited to the men as athletics for girls is entirely on an intra-mural basis.

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<sup>49</sup>Cincinnati, pp. 79-80. Cincinnati: Cincinnati, 1927.

<sup>50</sup>Records of the Athletic Department.



The purpose of intramural sports for boys is two-fold: first, to create greater interest in different sports for every student; second, to develop material for the varsity teams. Every athletic activity of the campus with the exception of football is covered by the intramural program.

Women's sports are provided for all women in the University. Each woman, upon entrance to the University, becomes a member of the Women's Athletic Association; but to remain an active member, eligible to vote, a student must participate in one sport. The aim of the Association is to provide healthful, wholesome recreation.<sup>51</sup>

Students who participate in athletic events must have an average mark of C in twelve semester hours of work. The marks on which eligibility is based are made out at the middle and end of each semester. Athletes who participate in contests with members of the Buckeye Conference must have a mark of C in twelve semester hours of work during the semester preceding participation.<sup>52</sup>

#### Chapter Summary

Of the organizations of a general character, the core

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<sup>51</sup> Students' Handbook, pp. 75-79. Cincinnati: Y. M. C. A., University of Cincinnati, 1932.

<sup>52</sup> Cincinnatian, pp. 54-94. Cincinnati: Cincinnati, 1932.

Rules of the Faculty Pertaining to Students, pp. 25-27. Cincinnati: University of Cincinnati, 1928.  
M. Charles Mileham, Interview, April 13, 1933.

groups are the Student Council and the Women's Student Government Association. These serve as the co-ordinating bodies for all student organizations. Working with and under these are the tribunals of the various schools and colleges of the University and the Dormitory Council, which are designed to eliminate friction in the relations of student groups toward each other and toward the faculty.

The literary and dramatic interests are promoted by literary, debating, and dramatic clubs. Glee clubs of various kinds have been organized from time to time as the interests of the musically inclined dictated. The professional and scientific interests are promoted by appropriate clubs. Opportunities for religious activities are afforded by the Menorah Society, the Newman Club, the Young Men's Christian Association, and the Young Women's Christian Association.

Intra-mural athletics are fostered for wide participation of the student body, while opportunities are given the men to take part in intercollegiate contests.

Student organizations provide training in democracy and contribute to the social, recreational, professional, and cultural welfare. While there are scholastic and other restrictions, all students are privileged to participate in as many activities as leisure time will reasonably permit.

## CHAPTER XI

### PUBLICATIONS OF THE UNIVERSITY

#### Introduction

In this chapter the publications of the University are divided into two groups: publications of the officers of the University and student publications.

Only brief information is given as the complete history of these publications would make a volume in itself.

#### I. Publications of the Officials of the University

Most of the publications of the Board of Directors consist of reports, catalogues, and bulletins to give out information concerning the University. However, there are certain publications of a literary and scientific nature for the diffusion of knowledge among those interested in the higher fields of education.

Reports of the Board of Directors.--The early reports

of the Board were given the title Report of the Directors of the University of Cincinnati. The first was issued on February 29, 1872, covering the calendar year 1871. This report contained data on finances, buildings, grounds, and the plans which had been made for the establishment of the University.<sup>1</sup>

The thirtieth annual report was published in 1901 as The University of Cincinnati Bulletin, Series 1, Volume 1, Number IX, by the University Press. It was announced that "for the present, at least" all official University publications were to be published as the University Bulletin, of which Series I was to be used for general publications, while Series II was to include scientific and literary works.<sup>2</sup>

The thirty-third annual report was published as the University of Cincinnati Record, Series 1, Volume 1, Number 3.<sup>3</sup> This title was used for subsequent reports of the Board until these reports were discontinued with the 1919 issue.

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<sup>1</sup> Report of the Directors of the University of Cincinnati, pp. 1-16. Cincinnati: Gazette Printing Establishment, 1872.

<sup>2</sup> University of Cincinnati Bulletin, Ser. 1, V. 1, No. 9, p. 8. Cincinnati: University Press, 1901.

<sup>3</sup> University of Cincinnati Record, Ser. 1, V. 1, No. 3, pp. 1-48. Cincinnati: University Press, 1903.

The University Catalogue.--The catalogue of the University was published under different titles from 1875 to 1900, when it was published as the University of Cincinnati Bulletin. From 1903 to the present time the catalogue of the University and announcements of the programs of the various schools and colleges has been published as the University of Cincinnati Record.<sup>4</sup>

Report of the President.--The Board of Directors favoring the move, President Walters reinaugurated the policy of publishing an annual report of the President together with the annual reports of the Deans of the various colleges and heads of the different major departments. This had been a previous policy in the University, but had been discontinued some dozen years before President Walters took it up again in 1934.<sup>5</sup> The first of these reports covers two academic years, 1932-1933 and 1933-1934, while the second covers the academic year of 1934-1935.

Other Publications of the University.--In 1905 the University Press published the University Guide, which was designed to give information about the University.

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<sup>4</sup>University of Cincinnati Record, Ser. 1, V. 1, No. 1, pp. 1-24. Cincinnati: University of Cincinnati, 1904.

<sup>5</sup>Report of the President, 1932-1934, p. 5. Cincinnati: University of Cincinnati, 1934.

Among many other items in this publication was a statement that the University Press published the University Record, the Teachers' Bulletin, and the University Studies.

Series II of the University of Cincinnati Bulletin was continued after 1905 as the University Studies, which were of a literary and scientific nature. The first volume of this series contained four numbers written by four members of the faculty, dealing with various literary studies. Eleven volumes of the series were published from 1905 to 1916, when they were discontinued.<sup>6</sup>

Other studies have been published with the aid of a part of the Taft Fund of two million dollars left by Mrs. Annie Sinton Taft. These studies are now published by the Princeton University Press.<sup>7</sup>

Other publications of the University include Abstracts of Graduate Theses in Education, Teachers College, University of Cincinnati, Volume I (theses of 1927-1931) and Volume II (theses of 1931-1936);<sup>8</sup> the Medical Bulletin, published irregularly with funds left for that purpose by Dean C. R. Holmes; the University Record; the University of Cincinnati Law Review; the Cincinnatian; the Co-operative Engineer and the University News. The last six are publications of the Univer-

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<sup>6</sup>University Studies, V. 1, p. 1. Cincinnati: University Press, 1905.

Ibid., V. 20, p. 1, 1916.

<sup>7</sup>Margaretta Jones, Interview, March 6, 1933.

<sup>8</sup>Carter V. Good, Letter, September 15, 1936.

sity Press.<sup>9</sup> From time to time other miscellaneous publications are put out by the University, such as the Directory of Graduates, and the University Settlement Review, issued for a time as a quarterly magazine.

## II. Student Publications

Student publications in most universities include a newspaper, a literary magazine, a humorous publication, and an annual. All serve to give information and likewise afford a certain amount of training to those who are honored with places on the editorial staff. School spirit is also fostered by the student publications. Opportunity is given, especially in the production of the annual, for the artistically inclined to display their talent. The worst of the publications as well as the best serve as records of the activity of the institution.<sup>10</sup> The University of Cincinnati has had a very large variety of the student publications common to other colleges.

Newspapers of the University.--In 1880, the Bela-traseo, a twelve-page monthly college paper, made its appearance on the campus. The paper, published by Peter

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<sup>9</sup> University of Cincinnati Catalogue, 1930-1931, p. 70. Cincinnati: University of Cincinnati.

<sup>10</sup> D. A. Robertson, American Universities and Colleges, pp. 51-52. New York: Charles Scribner's Sons, 1928.

G. Thomson, had an editorial board of nine persons, five from the Academic Department, three from the School of Design, and one from the Observatory. Articles were published of a literary, scientific, and artistic nature besides news items of general interest to the students.<sup>11</sup>

A second newspaper, the University, appeared in 1881; but neither publication had a long life. The McMicken Literary Society revived the Belatrasco, and published this for a time as the Academica, which was brought into disrepute by the indiscretions of the editorial staff and discontinued in 1886.

The McMicken Publishing Company was then organized to publish the McMicken Review, which, in 1887, became the official organ of the student body. Appearing as an eight-page paper, the size was changed to twenty pages in 1890. In 1894 the style was changed to give more space to reading matter.<sup>12</sup>

During the summer of 1895 plans were made to start a weekly newspaper to be known as the Cincinnati Student. To prevent anything of a discouraging nature happening to the project, secrecy was maintained until the first number

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<sup>11</sup>Belatrasco, V. 1, No. 1, (February, 1880), pp. 1-12. Cincinnati: Peter G. Thomson.

<sup>12</sup>Cincinnati, pp. 115-116. Cincinnati: Cincinnati, 1896.



appeared in September. After the issue of January 24, 1896, the paper went into the hands of the literary department of the University. The name was changed to the Burnet Woods Echo,<sup>13</sup> with the first number of Volume II. This publication passed out of existence in 1898.

The McMicken Review, being discontinued, the University News became its successor in 1902. The new publication was under the direction of the Forum, a literary and debating society of juniors and seniors.<sup>14</sup> The University News is yet being published.

In 1922 the Cincinnati Bearcat (now the University News Record) entered the newspaper field as a weekly paper, alternating with the University News.<sup>15</sup>

Other Periodicals.--In 1914 a new venture was made in the journalistic field by the Phreneacon Society. This was a monthly literary and scientific magazine known as the Scribe. This lasted through five volumes, but Volumes II and V were published irregularly, the last numbers containing the sub-title, "Literary Supplement to the University News." The Scribe was discontinued with the

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<sup>13</sup> Cincinnati, pp. 116-117. Cincinnati: Cincinnati, 1896.

<sup>14</sup> Ibid., 1903, pp. 27-29.

<sup>15</sup> Cincinnati Bearcat, V. 1, No. 1 (October 11, 1922), 1. Cincinnati: Cincinnati Bearcat.

May, 1918 issue.<sup>16</sup>

The New Scribe, a typed literary paper, was brought out in 1923 by the Aspirants. The second volume was printed the next year, then publication ceased.<sup>17</sup>

The Co-operative Engineer, a quarterly periodical published by the alumni and students of the College of Engineering, appeared in 1921. The R. O. T. C. Shield was given a place among the periodicals in 1923, being published by the military department. Both publications have been continued.

The Cynic, a humorous magazine, was started in 1925 as a monthly publication. It was suppressed by President Hicks after the January, 1928 issue.<sup>18</sup>

The Retort, a literary magazine, was issued in 1929, but died with the appearance of the first number because of lack of support.<sup>19</sup>

Annals of the University. The first yearbook of the University was the Al-Munir (The Illuminator), pub-

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<sup>16</sup>Scribe, V. 1-5, p. 1. Cincinnati: The Phrenecon Society, 1914-1918.

<sup>17</sup>New Scribe, V. 1, No. 1 (May 1923), 1. and V. 2, No. 1 (March 1934), 1. Cincinnati: The Aspirants.

<sup>18</sup>Cynic, V. 1, No. 1 (November, 1925), and V. 3, No. 4, January, 1928. Cincinnati: Cynic.

<sup>19</sup>Retort, V. 1, No. 1, p. 1. Cincinnati: Retort, 1929.

lished by the local chapter of the Sigma Chi fraternity in 1885.<sup>20</sup> No other volumes appeared. A second attempt to publish a student annual was made in 1893, but this failed. The Cincinnati then became the annual of the University, this first being published by the seniors in 1894.<sup>21</sup> The Cincinnati is still published annually.

Other Publications.--The Bearcat Book was first published in 1924. The purpose was to give information about the athletic activities of the University. The edition of 1926 gave a description of other University activities as well as athletics.<sup>22</sup>

The first issue of the Applied Arts Annual appeared in 1930. This was a sixty-page book of art work and included a description of the degree programs in the School of Applied Arts. A similar book, called the Applied Arts Review,<sup>23</sup> appeared in 1932.

The Students' Handbook, giving useful information for students and faculty members, has been published

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<sup>20</sup> Al-Munir, pp. 1-32. Cincinnati: University of Cincinnati, 1885.

<sup>21</sup> Cincinnati, p. 1. Cincinnati: R. A. Dunlap Co., 1894.

<sup>22</sup> Bearcat Book, pp. 1-16. Cincinnati: University of Cincinnati, 1926.

<sup>23</sup> Applied Arts Review, pp. 1-60. Cincinnati: School of Applied Arts, University of Cincinnati, 1932.

annually by the Young Men's Christian Association since 1916.<sup>24</sup>

In 1901 the Stygian Society published a pocket edition of University Songs. Six years later a committee consisting of alumni and other interested persons collected songs and published a volume entitled Songs of the University of Cincinnati.<sup>25</sup> The song book was brought up to date in 1917 by a committee representing the students and the faculty. A third edition, containing forty-three songs, was edited by the Woman's Student Government Association. This was published in 1927.

Faculty Supervision of Student Publications.--According to information received from the office of the Business Manager, each of the student publications has one or more faculty advisers.<sup>26</sup>

#### Chapter Summary

While most of the publications of the Board of Directors consist of University information, the University studies and certain other publications are for the

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<sup>24</sup>Students' Handbook, V. 17, pp. 1-146. Cincinnati: Y. M. C. A., University of Cincinnati, 1932.

<sup>25</sup>Songs of the University of Cincinnati, pp. 1-142. Cincinnati: University Press, 1907.

<sup>26</sup>Ruth A. Sorgel, Interview, April 13, 1933.

importance to those interested in advanced education. Student publications give information to the public and promote solidarity among the students. These publications also afford opportunities for special training for those who are members of the staff. The University of Cincinnati has, during its history, been responsible for a very extensive list of publications.

## CHAPTER XII

### SPECIAL DAYS AT THE UNIVERSITY

#### Introduction

This chapter reveals, in a measure, the milestones in the development of the University and its several departments. The founding of schools, colleges, and departments, and the establishment and dedication of buildings are discussed as indications of progress. In some cases, the special days commented upon are in honor of individuals. These are included because of the importance of the work of the ones so honored in the growth of the University. Not all of the special days have been included in the chapter, for this is limited to only those which have clearly marked some progress.

Laying of the Cornerstone of the Observatory.--Although the Observatory was established nearly two decades before the University was founded, the former may well be discussed here as it was united with the University

<sup>1</sup>  
in 1872.

The cornerstone of the Observatory building was laid on November 9, 1843, with fitting ceremonies, former United States President John Quincy Adams delivering the main address of the day. Preceding the laying of the cornerstone there was a long procession which formed on Broadway at 10:00 A. M. and consisted of the following groups: (1) soldiers and officers, (2) the Board of Control of the Astronomical Society, (3) Mr. Adams and party, (4) members of the Astronomical Society, (5) committees from other places, (6) various associations, and (7) citizens in general. After the various groups arrived at the site selected for the building, which had been named Mt. Adams in honor of the former president, Judge Burnet, the President of the Astronomical Society, took charge of the program.<sup>2</sup>

Dr. E. I. Yowell, in commenting on the ceremonies of the day, stated that all of Cincinnati turned out in the rain to witness the laying of the cornerstone of the Observatory building which was to house the telescope

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<sup>1</sup>Report of the Directors, University of Cincinnati, pp. 13-14. Cincinnati: Gazette Printing Establishment, 1872.

<sup>2</sup>"Laying of the Cornerstone of Observatory", Enquirer, V. 3, No. 178 (November 4, 1843), 2. Cincinnati: Enquirer.

purchased by Professor Ormsby MacKnight Mitchel in Munich at a cost of nearly \$10,000. The event was important, not only because it marked the establishment of one of the oldest observatories in America, but also because of the future scientific work at the Observatory, including that which led directly to the establishment of the United States Weather Bureau.<sup>3</sup>

Dedication of the Law College Building.--Not all of the buildings of the University were dedicated with appropriate ceremonies, but when the Cincinnati Law School moved from Walnut Street into its new building on Ninth Street in May, 1903, those interested were determined that the new building should be dedicated in a fitting manner. This was not done until October 17, 1903.

On this occasion Sir Frederick Pollock of England gave an address on the "Common Law." Other speakers included President E. W. Kittredge of the Board of Trustees of Cincinnati College, Professor Henry A. Morrill, Dean W. P. Rogers, and President Howard Ayers of the University. The exercises lasted throughout the day and evening. Nearly three hundred lawyers (mostly

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<sup>3</sup>University of Cincinnati Record, Ser. 1, V. 9, No. 3, pp. 10-11, 18-19. Cincinnati: University of Cincinnati, 1913.



alumni) including many eminent judges from various sections in Ohio were in attendance at the evening banquet.<sup>4</sup>

University Day, 1904.--The Directors of the University sent out hundreds of personal invitations to attend the formal inauguration of President Charles William Dabney.

The exercises began November 15, with a reception for President Dabney and the guests of the University. On the morning of the 16th, Dr. L. T. More, acting as marshal, formed a procession at the north wing of music hall, which moved to the auditorium at 10:30. In the procession were 1500 people, including representatives of seventy-eight colleges.

Major Frank J. Jones, chairman of the Board of Directors, delivered an address, after which Judge A. C. Thompson of the United States District Court administered the oath of office to President Dabney. Addresses were delivered by Mayor Julius Fleischmann, Governor Myron T. Herrick, and Dean J. E. Harry. Then President Dabney gave his inaugural address, using as his theme: "The Man in the Democracy and His Educational Rights, Duties, and Destiny." Other addresses during the

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<sup>4</sup>University of Cincinnati Record, Ser. 1, V. 1, No. 1, pp. 1-23. Cincinnati: University Press, 1904.

day were given by Dean William Lofland Dudley of the Vanderbilt Medical Department, President John H. Finley of the College of the City of New York, Judge Rufus Smith, Dr. William H. Welch of the Pathology Department of the Johns Hopkins University, and President Harry S. Pritchett of the Massachusetts Institute of Technology.

An inaugural football game was played, Cincinnati defeating Tennessee with a score of 39 to 0.

During the evening a complimentary dinner was given for President Dabney by the Citizens' Committee at the Phoenix Club.<sup>5</sup>

By a resolution of the Directors a day was to be set aside in November each year to be known as "University Day"<sup>6</sup> to be observed in memory of persons who had contributed to the intellectual, scholastic, and financial development of the University.

Founding of the College for Teachers.--The "University Day" of 1905 was observed November 21, at which time the founding of the College for Teachers was made the occasion for celebration. Exercises were held at the Ninth Street Baptist Church, with President Dabney in

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<sup>5</sup>University of Cincinnati Record, Ser. 1, V. 1, No. 4, pp. 1-4, 17-57. Cincinnati: University Press, 1905.

<sup>6</sup>

Ibid., V. 2, p. 14.

charge. President J. G. O'Connell of the Board of Education spoke on the needs of teachers and pledged support to the College for Teachers by the Board which he represented. Superintendent F. B. Dyer also discussed the needs of teachers. Dean W. P. Burris of the College for Teachers spoke on "Professional Training Demanded for Teachers Today." He was followed by Dean J. E. Russell of Teachers College, Columbia, who discussed the "Trend in American Education."

A banquet was held in the evening at the Queen City Club.<sup>7</sup>

Opening of the Graduate School.--On November 16, 1906, the formal opening of the Graduate School was celebrated. Invitations were sent to sister institutions, particularly in the Ohio valley, and to numerous learned societies and scientific organizations in the vicinity of Cincinnati to send delegates. A procession composed of the Board of Directors, visitors, officers, faculty, students, and delegates from other institutions and learned societies, in academic costume, was formed at the Law School building, going to the Ninth Street Baptist Church for the ceremonies.

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<sup>7</sup> University of Cincinnati Record, Ser. 1, V. 2, No. 8, pp. 5-21. Cincinnati: University of Cincinnati, 1906.

President Dabney presented a history of graduate work at the University during the previous thirty years. President W. F. Pierce of Kenyon College spoke on behalf of the Ohio Valley colleges. Dean Andrew Fleming West, of the Princeton University Graduate School, delivered an address on seeking out and preserving primal truths.

Dr. J. E. Harry, professor of Greek, was installed as Dean of the Graduate School, and delivered an address on the need for graduate work at the University.

During the evening a reception was held in the faculty rooms. After 8:30 the faculties received visitors in their classrooms and laboratories. The apparatus and equipment of the University was shown.<sup>8</sup>

University Alumni Day.--The "University Day" of 1907, observed on November 22, was the occasion for the first reunion of alumni of all the colleges of the University. About five hundred alumni participated. Each alumnus was given a reunion badge, distinctive of his college, when he arrived. Oscar W. Kuhn, '86, presided at a general meeting in McMicken Hall. Dr. Frank Thilly, '87, Professor of Philosophy in Cornell University, spoke on the subject "University Ideals."

After the reunion a report was made concerning the

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<sup>8</sup> University of Cincinnati Record, Ser. 1, V. 3, No. 4, pp. 3-31. Cincinnati: University of Cincinnati, 1906.

number and the occupations of the alumni. Among the 1034 graduates (1877-1907), there were ninety-five ministers, sixty lawyers, thirty physicians, sixteen in the service of the city or state, twenty-five professors and officers in institutions of higher learning, and about one hundred teachers.<sup>9</sup>

Dedication of Nathaniel Ropes Chair of Comparative Literature, 1908.--Nathaniel Ropes, a New Englander, who became a millionaire in the soap and candle business, left about a million dollars to his daughters Eliza and Mary. In their old age they willed much of their wealth to more than a dozen Cincinnati Institutions, \$100,000 of their funds being given to the University for the Nathaniel Ropes Chair of Comparative Literature. On "University Day" 1906, there was a formal dedication of the Ropes Chair, the principal addresses being given by Alee Fortier of Tulane University and by President Dabney.<sup>10</sup>

Seventy-Fifth Anniversary of the Law School.--During commencement week, 1908, the seventy-fifth anniversary of the law school was observed. The principal ceremonies were

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<sup>9</sup> University of Cincinnati Record, Ser. 1, V. 4, No. 4, pp. 3-22, 38-41. Cincinnati: University of Cincinnati, 1907.

<sup>10</sup> Ibid., V. 5, pp. 3-17. 1908.

held at the Scottish Rite Cathedral, with President Dabney presiding. Dean W. P. Rogers presented a history of the Law School, Dean James Barr Ames of the Harvard Law School lectured on "Law and Morals," and Laurence Maxwell discussed "Legal Education."

Judge William Worthington presided at an evening banquet at the Queen City Club. At that time President Dabney spoke on "The Unity of the University." Dean W. C. Kirchwey of the Columbia University School of Law addressed the group on "The Equipment of the Lawyer." United States Judge E. T. Sadford of the Western Tennessee District, discussed "Obitor Dicta." Chief Justice John A. Schauck of the Ohio Supreme Court explained the relation of the supreme court to the lower courts. Judge Horace A. Lurton of the United States Circuit Court of Appeals talked on "The Place of the Federal Courts in our Judicial System." J. Chandler Harper, an alumnus, presented his views on "The Lawyer as a Citizen."<sup>11</sup>

Opening of the Ohio-Miami Medical College.--In 1909 University Day was observed December 1. There was a formal celebration at that time of the opening of the Ohio-Miami Medical College which was formed by a merger

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<sup>11</sup> University of Cincinnati Record, Ser. 1, V. 4, No. 9. Cincinnati: University of Cincinnati, 1908.

of the two institutions to make the College of Medicine of the University. The exercises held in McMicken Hall consisted largely of two addresses.<sup>12</sup> President Dabney gave a historical sketch of medical education in Cincinnati. Dean V. C. Vaughan of the College of Medicine of the University of Michigan gave an address on "The Future of the Medical Profession," and expressed the need for greater public support of medical education, not for the sake of the profession, but to protect the health of the people.

Celebration of the Opening of the Mitchel Observatory.<sup>13</sup>

In 1912 the new Observatory building on Mt. Mitchel was completed, providing for an auditorium, a library, and a turret for the four-inch telescope which was moved from Mt. Adams. The opening of the building was celebrated with appropriate ceremonies. One of the important features of the program was a paper read by Dr. Yowell on "The Cincinnati Observatory--Birthplace of the United States Weather Bureau."<sup>13</sup>

Opening of the New Buildings, 1912--A portion of the commencement program in 1912 was devoted to the dedication of new buildings and other improvements,

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<sup>12</sup> University of Cincinnati Record, Ser. 1, V. 6, No. 9, pp. 5-20. Cincinnati: University of Cincinnati, 1910.

<sup>13</sup> Ibid., V. 9, No. 3, pp. 7-25. 1912.

including the Engineering building, the Gymnasium, the Power Plant, and Carson Field. Robert W. Stewart presided at the dedicatory service. Music was furnished by the Glee Clubs. Dr. Dwight M. Pratt gave the invocation. The buildings were presented by Emil Pollak and received by President Dabney. An address for the alumni was made by Dr. Chalfant Robinson.<sup>14</sup>

Installation of Dr. Christian R. Holmes as Dean of the Medical College.--On January 16, 1914, at McMicken Hall, more than fifty professors marched in cap and gown, headed by President Dabney, Dr. Welch, and Dr. Holmes, thus initiating the ceremonies of installation of Dr. Holmes as Dean of Medicine. The installation celebration closed the following evening with a banquet and reception at the Sinton Hotel.<sup>15</sup>

Unveiling of the Daniel Drake Memorial Tablet.--On June 10, 1916, at the General Hospital, a tablet in memory of the founder of Ohio Medical College was unveiled. Introductory remarks were made by Dean C. R. Holmes; Mayor George Fuchta gave a brief history of Dr. Drake

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<sup>14</sup> University of Cincinnati Record, Ser. 1, V. 8, No. 6, pp. 1-9. Cincinnati: University of Cincinnati, 1912.

<sup>15</sup> Installation of Dr. Christian R. Holmes as Dean of the Medical College and the Conference on Premedical Education, pp. 5, 31. Cincinnati: University of Cincinnati, 1914.



and his work; and Dr. George Rasnohoff gave an address entitled "The Founder of Medical Education in Cincinnati." The tablet was presented to the faculty by Burgess Allison Edwards, son of the donor. Dean Holmes made the acceptance speech, and Elizabeth Drake Morrill, great-grand-daughter of Daniel Drake, unveiled the tablet.<sup>16</sup>

The Centenary of the College of Medicine.--November, 1920, the College of Medicine observed its one-hundredth anniversary. At that time the Carnegie Foundation offered \$250,000 to endow a Chair of Surgery, in memory of Dr. C. R. Holmes who had recently passed away.<sup>17</sup>

Dedication of Alphonso Taft Hall, 1925.--The dedication of the Alphonso Taft Hall was held on October 25, 1925. The dedicatory address was delivered by W. H. Taft, an alumnus of the Law School who also served as Dean before becoming President of the United States. The address was largely historical, recounting the work of Timothy Walker, Edward King, and John C. Wright, founders of the College, and relating to the progress that was made from 1833 to 1925.<sup>18</sup>

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<sup>16</sup> University of Cincinnati Record, Ser. 1, V. 12, No. 3, pp. 56-80. Cincinnati: University of Cincinnati, 1916.

<sup>17</sup> "Centenary of the Medical College", Times-Star, V. 82, No. 259 (November 6, 1920), 1. Cincinnati: Times Star.

<sup>18</sup> College of Law, University of Cincinnati, Dedication of Alphonso Taft Hall, pp. 1-10. Cincinnati: University of Cincinnati, 1926.

Twentieth Anniversary of the Co-operative Plan.--A committee worked for about a year on the plans for the celebration of the twentieth anniversary of the establishment of the co-operative system in the College of Engineering. On the Night preceding commencement, 1926, a dinner was held for about six hundred people at the Hotel Gibson. After a number of appropriate speeches were made, Dean Schneider of the Engineering College was presented with a Gruen watch and a Rookwood Tiger Eye vase.<sup>19</sup>

Twenty-Fifth Anniversary of the Teachers College.--On October 24, 1930, after ground had been broken for a new building, the Teachers College observed its twenty-fifth anniversary in the Woman's building. At noon about four hundred alumni assembled for a luncheon and program prepared for the occasion. The meeting was presided over by President Spencer Shank of the Alumni Association. The program consisted of the singing of University songs, and talks by Superintendent E. D. Roberts, Dean L. A. Pechstein, and United States Commissioner of Education W. J. Cooper.<sup>20</sup>

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<sup>19</sup>"Twentieth Anniversary of the Co-op", Cooperative Engineer, V. 6, No. 1 (October, 1926), 20, 31. Cincinnati: University of Cincinnati.

<sup>20</sup>"Teachers College Holds Twenty-Fifth Anniversary", University News, V. 29, No. 4 (October 25, 1930), 1. Cincinnati: University News.

The first volume of graduate abstracts (1927-1931) of Teachers College was published in 1931 simultaneously with the opening of the Teachers College building.<sup>21</sup>

Thirtieth Anniversary of the Teachers College.--The thirtieth anniversary of the Teachers College was observed in the spring of 1936. At that time the second volume of abstracts of Teachers College theses came from the press. This volume summarized thirteen Doctors' dissertations.<sup>21</sup>

Dedication of Wilson Memorial Hall. Wilson Memorial Hall, bequeathed to the University by the late Mr. and Mrs. Obed J. Wilson, was dedicated on Friday morning, December 4, 1931. The building was formally presented by Mrs. Wayne McDowell McGinnis, grandniece of Mrs. Wilson. Mayor Russel Wilson delivered the presentation speech, to which President Herman Schneider responded.<sup>22</sup>

#### Chapter Summary

The special days relating to the Observatory were significant in emphasizing the possibilities for progress in astronomical study, as well as marking the developments in this division of the sciences. The dedication of the buildings, such as the Law School on Ninth Street, the Power Plant, the Engineering building, the Gymnasium,

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<sup>21</sup>Carter V. Good, Letter, September 15, 1935.

<sup>22</sup>"U. C. Memorial Hall Dedicated," Cincinnati Post, (December 4, 1931), 11. Cincinnati Post.

Alphonso Taft Hall, and Wilson Memorial Hall indicated progress toward provisions for adequate facilities for the University.

The inauguration of President Dabney was not only a ceremony which tended to gain support for the University, but was the first of a series of annual affairs on "University Day" celebrating various special events of importance to the institution.

The installation of Dr. Christian R. Holmes as Dean of the College of Medicine and the unveiling of the Dr. Daniel Drake Memorial Tablet were celebrations emphasizing men as factors in the work of the College of Medicine; while the Centenary celebration gave an opportunity to review the progress of medical work in Cincinnati since 1819.

The celebration of the seventh-fifth anniversary of the Law School was the occasion for discussing the progress made in legal education; and the twenty-fifth and thirtieth anniversaries of the Teachers College were marked with the recounting of the progress in teacher training.

## CHAPTER XIII

### SUMMARY AND CONCLUSIONS

The University of Cincinnati represents a triumph of concerted action for a definite and worthy purpose. It represents a long struggle to attain an objective. It stands as an ideal crystallized into tangible achievement. The disappointments, the hardships, the sacrifices of zealous men and women have borne fruit with the passing of the years and today Cincinnati may proudly boast of its outstanding higher educational institution that is serving the needs of a great city and at the same time helping to make the city still greater.

In its service the University of Cincinnati has reached far beyond the confines of the city. Students have been attracted from various parts of the world, while graduates have gone out into numerous fields of activity to become leaders in scores of communities.

The University was founded by the people of Cincinnati and supported as a municipal institution. In its long years of growth it has become a true university with its unified group of colleges, each filling a distinct need. The various higher educational interests have become consolidated and a higher degree of efficiency has thereby been developed.

The Teachers College was founded to provide an adequate force of trained teachers for the city schools and has continued in close harmony with the city Board of Education. However, many graduates have gone into other schools where they are rendering valuable service.

The College of Medicine and the School of Nursing and Health are closely identified with the city hospital system and each functions for the benefit of the other. The physical welfare of the people of Cincinnati is better served because of this unified interest, but here again the University is more than local in its service, for medical graduates from Cincinnati are now working throughout the nation and even in foreign lands.

The Law School ranked high before it became a part of the University of Cincinnati. This affiliation gave added prestige to the University, and, at the same time, strengthened the financial status of the school, so both have profited from the merger. Graduates of the College

of Law are well recognized in their profession, while their activities represent a distinct contribution to the jurisprudence of the state and nation.

The Graduate School of Arts and Sciences has reached into numerous fields, touching virtually the entire realm of knowledge in its research. Its contribution to the sum total of human knowledge is of vast import, the true significance of which only the future can reveal.

The McMicken College of Liberal Arts, which formed the beginning of the University, continues to occupy an important place in providing for the foundational college work of the University. The College of Engineering and Commerce, ~~together with the~~ schools of Household Administration and Fine Arts, is so conducted that it serves with exceptional efficiency in training youth for the public and private needs of a large city with varied interests and possibilities. This College has likewise won such outside recognition that big industrial enterprises are looking to it for contributions in research and experimentation.

Each college of the University serves the double purpose of enriching the life of the community and at the same time contributes to human needs far beyond the confines of the city.

The University has made discoveries and aided

scientific and industrial development through extensive research activities. Research has long been a prominent part of the work of the institution. It was, in fact, started at the Observatory before the University was founded and has continued ever since. The United States weather bureau was founded as a result of service rendered by the Observatory.

The manufacture of leather goods, the development of printing and planographing, the preparation of foods for market, the use of drugs, work in the fields of aviation and radio, these have all been aided by research activities of the University faculty members and graduates, and constitute only a part of the broader contribution of the institution.

The publications of the faculty members, consisting of books and articles based on their discoveries and observations, represent a worthy addition to the sum of human knowledge.

In 1912 the Bureau of City Tests was established in the College of Engineering for the purpose of testing materials used by the city departments. The library of the Municipal Reference Bureau, organized in 1913 under the Department of Political Science, contains material relating to all phases of city government.

Mention was made in the introduction to the statements of President Walters as to what a university should



be and do. In his report for the years 1934-1935 he supplemented his earlier statements by saying:

"In my 1932-1934 Report, covering the first two years of the present administration, I set forth my thought regarding the purpose and scope of the University of Cincinnati. Supplementing this I would express my conviction that the nation, at this particular time as never before, needs the contribution of its universities in at least three provinces. Stated in terms of institutional obligation, three points I would make are these:

"1. In the field of the social sciences the university in America should teach its students to know conditions past and present; to develop habits of calm and disciplined thinking; and to accept patriotically the obligations of citizenship. In a municipal university such as ours, it is peculiarly fitting to emphasize good citizenship.

"As to advancement of economic and civic knowledge, the university in America should share with national institutes the research function,--the finding of facts, analysis and synthesis from which a wise solution of economic and civic problems may issue. It is understood, of course, that this means research which is non-partisan

and is scientific in its detachment and thoroughness.

"2. In the field of professional training the University should train its students for efficient and high-minded service in the various professions, in industry, and in business, both private and public. There should be stressed the ethical code that professional training is not provided primarily for the personal gain of the individual (although such advantage may incidentally accrue), but for the good of the people as a whole.

"3. The greatest duty of a university to the nation lies in the realm we may broadly term the spiritual. Year after year, decade after decade, the university stands an abiding witness to the truth that, while economic and social achievement may be basic, the test of any nation and of any civilization is not merely its material prosperity but its wealth in the things of the human spirit: literature, art, science and religion."<sup>1</sup>

These aims point toward making the University of Cincinnati an institution which functions in a broad way for the welfare of the nation. It has truly become more than a mere municipal institution in its influence, even though it continues as such in organization and operation.

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<sup>1</sup>Report of the President, 1934-1935, pp. 5-6.  
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