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Presidential Address Given, by Dabney, at the Association of Southern Colleges & Preparatory

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FROM A PRESIDENTIAL ADDRESS DELIVERED BY DR. CHARLES W. DABNEY BEFORE
THE ASSOCIATION OF SOUTHERN COLLEGES AND PREPARATORY SCHOOLS AT ITS
MEETING AT COLUMBIA, S. C., NOVEMBER 1, 1899.

"The education of the people must be discussed under two great heads: first, that which educates and develops the man, commonly called the liberal education; and secondly, that which specially fits the citizen to fulfill those duties which the law of the division of labor imposes upon each one of us as his contribution to the welfare of all. This last we commonly call the technical education. It is based upon the scientific education, which must therefore be considered in the same connection. Neither part of this training may be neglected if we would prepare the individual or the nation for success in life. The one makes the man complete and strong; the other teaches him how to use the powers thus developed for the good of society. Modern academicians are too apt, in their zeal for the liberal, to lose sight of the scientific and the technical education. Some of the greatest ancient philosophers have, however, given us the clearest teachings on technical education, notably Plato and Aristotle. Milton, a great classical scholar, in his too little studied Tractate on Education, describes the 'complete and perfect' education as the one that will train every youth to discharge 'justly, skillfully, magnanimously, all the offices, both public and private, of peace and war.' So taught, also, Comenius, Des Cartes, and Bacon. The citizen's education should fit him for work. Through the liberal education we aim to make a man not for his pleasure or for the admiration of his fellows, but, as Paul says, 'Perfect, thoroughly furnished unto every good work'. The object of education is service, and for service the man needs not merely to be perfectly and completely developed in every part of his nature, but also thoroughly furnished and equipped, both with tools, and with the skill to use them. Therefore, man must in some way get the scientific and technical education, as well as the liberal. The one is just as important for actual

success as the other. The liberal may be the more beneficial to the individual, but technical training is very necessary for the people as a whole."

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"We of the South are very poorly organized and badly equipped to do this. What are the difficulties? As I see them, after a study of the situation, the difficulties are chiefly, a want of appreciation of the importance of scientific and technical instruction; ignorance among college trustees and managers of the methods and requirements of scientific and technical work; indifference, and, in some cases, prejudice and positive opposition of classical scholars to scientific studies; but chiefly the want of the means with which to properly equip the scientific and engineering laboratories and machine shops required to give this instruction. Poverty of equipment and meagerness of teaching staff seem to be the main trouble with the scientific schools and technical departments of our Southern universities and colleges."

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"The union of the liberal arts college and the scientific and technical department promotes a broad mindedness among professors and students, which is greatly to be desired, especially in our literary institutions. Since we commenced to worship the German University methods, there is great danger of too narrow specialization. All of us, it makes no difference what our profession is, need to know human nature, to know what is going on in all fields of learning, to have the breadth of view and cosmopolitan spirit, which will take away from us that wretched arrogance which always results from narrow mindedness. I know of no better way for securing a noble broad-mindedness for all our students and professors alike than by uniting in one institution both the scientific and the classical studies."