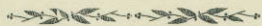


Indiana University.

History



Bloomington, Ind., May 30th 1887.

To the Board of Trustees.

Gentlemen:

In regard to the work in the ~~department~~ of History during the present academic year I would respectfully make the following report.

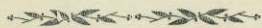
In my report of last November I mentioned that, in my judgment, the experiment of using a work such as Draper's "History of the Intellectual Development of Europe" was producing good results, in that it introduced the students to a grander conception of History than any which they had previously held, and stimulated their interest in the philosophy and inner significance of the subject. The results obtained in the Winter term were still more satisfactory than in the Fall, for the

double reason that I had weeded out a number of the inferior students who held back the class by their idleness or lack of intelligence, and that even the better students were more capable, on account of the training received during the previous term, of deriving the full benefit from the course.

As supplementary to Graper's work I ^{delivered lectures based chiefly on} ~~used~~ Lecky's well-known "History of Rationalism in Europe" in the Spring term. In this term History was not a compulsory study, and consequently the sixteen members of the class were students who, if not all specialists in History, were at least interested in the general subject, and good results have, I think, accordingly ensued.

In the Fall term my junior class studied Guizot's "History of European Civilization" twice a week, and consisted of thirteen students in all. During the Winter ^(twice a week) and Spring ^(five times a week) terms the juniors studied English History, with Green's work as a text-book — the number

Indiana University.



Bloomington, Ind., 188

Having risen to twenty-three.

In the Senior class special periods have been studied — Latin Roman and Medieval History (with the abridged Gibbon as a text-book) in the Fall term, the History of the Reformation (Seebohm) in the Winter term, and History of the French Revolution (Mignet — with lectures by myself on the Causes of the Rev.) in the Spring term. In the Fall term there were only two members of this class, in the Winter term there were four, and in the Spring term there were eight.

In view of the fact that this is the first year of my connection with the Indiana University I trust that I shall not be taxing your patience too greatly by adding the following to this report.

In his written statement to your

"Committee on Affairs of the University", which met in Bloomington not long ago, the President saw fit to say, among other things, that I showed no interest in the students personally. As quite a number of them have visited me at my room from time to time, and as I have always asked them cordially to let me know of any way in which I could serve them, the criticism of the President came to me as a surprise. My efforts to elicit from him a concrete example of his meaning have remained without result; but if he means that I have scorned to employ the arts of the demagogue in gathering around myself a company of henchmen and heelers, then his criticism is certainly just. I have never asked any student to join my classes, nor have I made any effort to induce them to do so in any other way than by doing my work in the best and most effectual manner of which I am capable.

5.

Indiana University.



Bloomington, Ind.,

188

And yet in spite of this, the figures which I have given above in regard to the increase of my class in numbers, together with the figures which I shall give below, will show you whether, in the estimation of the students, my work is ranked above or below the average of that done by the other members of the Faculty.

As you see from the new catalogue, Sophomores, Juniors and Seniors are required to select some "specials", to be pursued for one hour daily throughout the course. Now, as the total number of Sophomores, Juniors and Seniors, ~~who have~~ according to the catalogue, is 130, and as there are fourteen "specialties" to be chosen from, it is clear that the average number of such

Sophomores, Juniors & Seniors in each specialty is $\frac{130}{14}$, or the merest fraction above nine. But History has been selected & as a specialty by fifteen members of the three upper classes, which is $66\frac{2}{3}$ per cent. more than my share. In fact, I claim that these figures even understate the true state of the case. For it should not be forgotten that only a very small number of the Seniors and Juniors have had any opportunity to judge of the quality of my work. Only a single one, for example, of this year's graduating class has been a member of any of my classes, but this one chose History as his specialty. Only thirteen of the forty-six Juniors have attended my lectures, and yet three of these thirteen chose History, or about one-fifteenth of the whole class, which is very nearly my share. With the Sophomores, on the contrary, I have had a tolerably fair chance, - forty-two out of

Indiana University.

Bloomington, Ind., 188

the sixty-one having been members of my classes — and in this class eleven have chosen History, or not much less than a fifth of the entire number.

Now, gentlemen, I am not so foolish as to suppose that the merit of a teacher is to be reckoned estimated solely by the number ^{of students} who attend his classes, but I do claim that it is a significant fact that just in proportion as the different classes have come ^{more} under my influence, ~~it~~ has a greater percentage of them chosen my work as their specialty. I claim that it is greatly in my favor that the proportions of Seniors, Juniors and Sophomores who have selected History are respectively $\frac{1}{23}$, $\frac{1}{15}$, and nearly $\frac{1}{5}$. ~~and~~

So far as mere numbers go, I have

decidedly the advantage of the President himself, in spite of all the prestige of his age, reputation and position; for only eight students out of the 130 have chosen Biology as a specialty — which is barely more than half as many as have selected History.

It is very disagreeable to me to be obliged to blow my own trumpet in this manner, but since the President, in his report to your Committee, has passed criticisms upon my work which appear to me unfounded, I am forced to say in self-defence what I should have preferred to leave unsaid.

The President, of course, is at liberty to express his opinion of me and my work, but I claim that the data upon which he bases that opinion are entirely ~~and~~ insufficient. Nor am I content merely to defend myself against the charge of having failed to accomplish what was expected of me; but I carry ~~the~~ war into Africa, and maintain that, considering my youth

Indiana University.



Bloomington, Ind., 188

and lack of experience, and considering
 furthermore, that last Spring the Presi-
 dent was so unfavorably impressed with
 me that he only decided to recommend
 me for the position after vainly renewed
 efforts to secure Dr. Albert Shaw
 of Minneapolis, I have succeeded
 far better with my work than
 he had any reasonable right to
 expect.

Very respectfully yours

A. H. Dabney.

Prof. Hist.