

TO THE PRESIDENT

AND

BOARD OF TRUSTEES.

William Bryan.

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By Way of Preface: --

1. Our race has always been in contact with the universe -- always compelled to learn something from it -- always compelled to go into some kind of partnership with it -- always wise enough to teach to the younger something of what the older knew about it. Iron will rust, the sun gives heat, lead will sink, wild geese migrate, price depends on supply and demand, practice makes perfect, -- a thousand such things all men know and use and teach to their children.

2. But our race keeps coming into perfecter contact with the universe. It keeps adding to these facts millions more just such facts, and measuring and organizing them; and that we call progress in knowledge. It keeps entering into closer partnership with steam, and electricity, and all the power of nature; and that we call progress in industrial art. It keeps bringing children and youth into more and more direct and active contact with the truth of nature; and that we call progress in education.

3. Now this advance which is going on everywhere else in the world, -- this world-awakening of which all in our century especially are the astonished witnesses, this growth into perfecter touch with nature is shared in also by our University. That is to say, we are obeying the universal law. Text-books, recitations, lectures, -- all the good old devices are still here. But, more and more the youth is brought into the presence of the world of things. Not in the physical sciences only. The thirteen teachers here who work in some way with the life of man, -- in language, literature, business, government education and science, -- all strive in varying degrees and with varying success to bring students into contact with the "original stuff"

The poems, the language, the statistics, the historical data, the thousand manifestations of man's conscious life are in some fair measure brought to bear upon the lives of these young people. With what effect? Nobody can tell that does not feel the pulse of present student life, -- that does not see how many fewer drudges and "pony makers," how many more zealous un-compelled seekers after truth in many directions are here, -- that does not know the intense, free, intellectual and moral life here. But anybody can count the increase in numbers. And there will be more to count, unless we turn around and go backward.

4.

THE REPORT.

Now I have believed myself to see all along that my work here must obey the same law of growth.

As a student of science, I must take such facts connected with conscious life as everybody knows, -- (Scientific Psychology has no kind of facts essentially different from those all men use in making up their "knowledge of human nature") -- plus such as past students and other students have discovered, plus as many more as possible, and all must be scientifically treated -- that is, exactly discriminated, measured, recorded, and organized as far as that may be possible. As a teacher I must bring students into contact with as much of this as possible, not at long range, and not at second hand, but face to face.

I cannot do this with my present equipment. I have forty-two students. Twelve have work (History of Philosophy) in which proper material is fairly attainable. Twenty-five are studying a subject - Psychology - in which they must be told hundreds of facts, results of scientific inquiry, which they have a right to see and try for themselves. Five more advanced students have elected laboratory work for the year. The number is remarkable, especially when it is considered

that all except special students were rejected, and does not become less so when compared with the numbers in the other laboratories, and becomes wonderfully more so, when the money spent on this and the least of the other laboratories is compared.

What am I to do with these five students and the ones who are coming on? Should I alone in this school of intense search after truth, tell them to be satisfied with guessing and disputing? Should I who every day am teaching that knowledge must be rooted in facts and that rational teaching must bring students of whatever age to meet the facts, -- should I be forced to stand condemned every day for violating the truth that I teach? Or should students be forced to say this:

This University will spend thousands of dollars to enable young men and women to study properly butterflies and frogs and rocks and gas and everything in the earth outside, but it does not spend a sum equal to the smallest of its appropriation for these outside things, to enable students to follow the masters in the study of the conscious life of man.

I am only asking the Administration to recognize the everywhere manifested law of growth.

When Dr. Van Nuys went to Germany, he tells me that it was because there was no chemical laboratory in America. The very High Schools are ashamed to be without them now. So it is all around, and so in Psychology. When I went to Europe five years ago, there was only one psychological laboratory in America. Now they have them at Clark University, Harvard, Yale, University of Penn.; Univ. of Toronto, Univ. of Wisconsin, Columbia, College of Teachers in New York City, Univ. of Nebraska, Univ. of Ind. (among the first established.) And the other day, Dr. Jordan as member of the Cornell Board, helped

vote \$3000 to equip a laboratory there, and a maximum salary of \$4000 for the Professor thereof, -- this from an endowment of \$200000, given by a business man for this and related work. Moreover, within the past five years, two great works have been published by Americans on Scientific Psychology, and two magazines established.

The Board of Trustees will not believe that all these people are daft. This immense expenditure of money and work is not for fun. It is just one phase of the great movement of human knowledge, of human civilization in our day. You can get men to teach Psychology, -- as you can get men to teach anything you please -- without apparatus and without facts. But such a man you would not have here. Unless you turn this school wrong side out, you will not put men in here who are so out of harmony with its whole constitution. You could drop the subject from the curriculum, but I do not believe you will be the only college in the world to do that. Star-dust and caterpillars and sulphuretted hydrogen, and nothing of the conscious life of men!

5. I ask that this department may be equipped with a good working laboratory. It will not cost nearly as much to establish or to maintain, as a chemical, physical, or physiological laboratory. I ask that \$1500 (Fifteen Hundred Dollars) be appropriated for the equipment of such laboratory by the opening of the next college year.

I hope that the Board of Trustees may see the wisdom of taking this step, and that they may have confidence in my ability to make proper expenditure of the money so appropriated.

6. In conclusion.

So far as I have spoken from the standpoint and in the interest of the University; now a word personal.

I have consecrated myself to the scientific study of the problems of conscious life. Last spring I instantly declined a substantial

offer of \$2500 from another State Institution, because it would take me from this work. I did not bring, I do not bring that as a lever to work up salary with. I bring it to show that I am not in fun, when I make this appeal for a fair chance to work.

I further make request that I may have leave of absence during the spring term to study in Italy and Germany, provided proper provision can be made for all my classes, and provided all expense incurred in furnishing instruction to such classes shall be borne by me.

Respectfully submitted,

Wm Bryan.

Indiana University.

Nov 5 '90.

Dept - 1 Phils.

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