

Sociology Indiana University,  
Oct. 22, 1887.

Mr. President,

Dear Sir:—

I beg to report work conducted in the department of social science and economics as follows:—

|     | Hour  | Subject                     | <sup>Hours</sup> Times per week | No. of students |
|-----|-------|-----------------------------|---------------------------------|-----------------|
| I   | 9.15  | Social Science              | 3                               | 19              |
| II  |       | Political Science           | 2                               | 12              |
| III | 10.15 | Political Economy           | 5                               | 16              |
| IV  | 11.15 | American Political History  | 3                               | 8               |
| V   | 6.45  | History of Economic Science | 2                               | 9               |

I As introductory to the work in social science I delivered ten lectures based on Spencer's Study of Sociology. The articles on anthropology and prehistoric archaeology in The Encyclopedia Britannica, by E.B. Tylor and Daniel Wilson respectively, were then read by the class. In addition to the recitations a special topic was assigned to each student with from 300 to 500 pages from the writings of the leading authors, on which to report. Spencer's Principles of Sociology, Volume I, will be used as textbook for the remainder of the term.

II Bagehot's Physics and Politics, Woodrow Wilson's Congressional Government, and Pollock's History of the Science of Politics are the textbooks used, in the order named, in political science.

III Laughlin's edition of Mill's Principles of Political Economy, the regular textbook, is supplemented by Sumner's Problems in Political Economy, with the references, in the course in Political Economy.

IV The course in American Political History is given conjointly with Professor Woodburn, particular attention being paid to industry and finance in many parts of the work. Topics in banking and currency with courses of reading were first reported on. The following reports of the secretaries of the treasury were then summarized and discussed: -

|                            |                                         |
|----------------------------|-----------------------------------------|
| Hamilton's                 | Report on the Public Credit             |
|                            | Report on Manufactures                  |
| Gallatin's                 | Financial Policy 1801-1815              |
| Dallas'                    | Annual Report 1816                      |
| Ritchie's                  | Annual Report 1827                      |
| Secretaries under Jackson, | <sup>Reports -</sup> Annual and Special |
| Walker's                   | Annual Report 1846                      |

Johnston's History of American Politics will now be used as guide, the whole being supplemented by lectures and topical reading.

V In place of the Economic Club which met on alternate Monday evenings to discuss economic questions the class in the history of economic science meets every Monday evening in my library for reports of work done and reading of papers, and discussions. The work

is conducted mainly by assigning topics to each member of the class, together with courses of reading. Each of the three schools of economic thinkers - the mercantilist, physiocratic, and english - are carefully studied; then the revolt against english or "orthodox" political economy, and finally the writings of eminent economists in this country, England, France, and Germany.

I beg to renew my recommendation in regard to a professor of jurisprudence who should offer a course in law parallel to that of the various departments of the university as at present constituted. The addition would prove a most valuable one and should be made as soon as means will allow.

There are many reasons, also, why it would be desirable, at the earliest convenience, to appoint an instructor in Theology. I do not mean a preacher who should conduct religious services, preach occasionally, and look after the spiritual welfare of the students; but a teacher of bible history and literature. Why should

not the study of the bible have a place in the college curriculum as well as other history (no better) or literature (not as good)? Not, of course, "as a sort of Sunday-school appendage," to quote a recent editorial from "The Old Testament Student," but as a regular college discipline in a properly equipped department with a four years course. Our professor of english has expressed himself as desirous of including the literary study of the bible in his work. Our students are graduated, as I was, utterly ignorant of any save the extreme sectarian view of jewish history and literature. Is it wise to allow sectarian prejudice to exclude this field of study? Could we not, by the addition of two good teachers to our faculty, extend the work of the university to the formerly important fields of law and theology?

Finally, I would urge you to again consider carefully the means at our disposal for improving the literary laboratory, the library. In its present condition it simply cannot be used by the literary and philosophic departments as supplementary to classroom work. If we are expected to extend university and scientific methods of teaching, even entirely abolish textbooks as aids in class,

it is necessary to largely increase the apparatus, put it in working order, and provide suitable means for keeping it so. I do not mean to complain of the intentions of our present librarian but suggest that it is quite impossible for him to accomplish the work which needs doing immediately nor improve the library as he might if his time could be devoted entirely to its care.

Very truly Yours,  
A.B. Woodford.

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