

CATALOGUE
OF THE
UNIVERSITY OF WISCONSIN

FOR THE
ACADEMIC YEAR 1884-5.

MADISON, WISCONSIN.

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UNIVERSITY OF WISCONSIN.

From Chapter 25, Revised Statutes of Wisconsin.

SECTION 385. The object of the University of Wisconsin shall be to provide the means of acquiring a thorough knowledge of the various branches of learning connected with scientific, industrial and professional pursuits; and to this end it shall consist of the following colleges or departments, to wit: 1st, The College or Department of Arts; 2d, The College or Department of Letters; 3d, Such professional or other colleges or departments as now are or may from time to time be added thereto or connected therewith.

SECTION 386. The College or Department of Arts shall embrace courses of instruction in mathematical, physical and natural sciences, with their application to the industrial arts, such as agriculture, mechanics, engineering, mining and metallurgy, manufactures, architecture and commerce; in such branches included in the College of Letters as shall be necessary to proper fitness of the pupils in the scientific and practical courses for their chosen pursuits, and in military tactics; and as soon as the income of the University will allow, in such order as the wants of the public shall seem to require, the said courses in the sciences, and their application to the practical arts, shall be expanded into distinct colleges of the University, each with its own faculty and appropriate title. The College of Letters shall be co-existent with the College of Arts, and shall embrace a liberal course of instruction in language, literature, and philosophy, together with such courses, or parts of courses, in the College of Arts, as the Regents of the University shall prescribe.

SECTION 387. The University shall be open to female as well as to male students, under such regulations and restrictions as the Board of Regents may deem proper; and all able-bodied male students of the University, in whatever college, may receive instruction and discipline in military tactics, the requisite arms for which shall be furnished by the state.

DEPARTMENTS OF STUDY.

PHILOSOPHY — PRESIDENT BASCOM —

Five recitations of a term each, are devoted to philosophy, to wit: one to deductive and one to inductive logic; and three to psychology, ethics, æsthetics and natural theology. The time is abundant and the course correspondingly complete.

In psychology the President uses the new edition of his own work. The aim of the recitation is to give the present conclusions on living questions in philosophy, and to prepare the mind for the slow formation of an opinion concerning open points, and for the clear apprehension of settled facts. While the text-book guides and steadies the discussion, and gives a frame-work of thought for the memory, much matter is incidentally introduced for the fuller presentation of opposing views, and the further enforcement of those offered. In the course of the recitations, subjects in philosophy are assigned to be discussed historically in essays before the class. The library is well provided with works of philosophy, and the students are urged to read systematically in connection with the work in the recitation room. Leading historical facts in philosophy are brought before the class by lectures, and at least a partial knowledge of influential systems is secured. Free discussion and inquiry are had in the class room. The effort is not so much to control belief, as to secure its best conditions. The recitation is ordered in reference to the present state of philosophy, and existing facts are made to run back into the history of philosophy. The opposite method requires more time and has, for the beginner, less interest. On the whole, we regard the proper starting point of inquiry to be the facts before us. Ethics follows psychology, and natural theology and æsthetics follow ethics. While the hard work is done, and the leading principles are established in psychology, substantially the same method is pursued in each of these branches. In ethics and natural theology the ruling idea is freedom of discussion, with a full presentation of opposing views. We believe this to be the best and safest way for the formation of firm yet flexible opinions. Æsthetics is taught with extended illustrations, and the purpose is to bring delicacy to the perceptions and culture to the feelings.

LOGIC — PROFESSOR PARKINSON —

The course in logic extends through the second and third terms of the Senior year. The first of these terms is given to deductive logic, chiefly, and the last to inductive. Deductive logic is a required study in the College of Letters, and an elective in the College of Arts. Inductive logic is an elective in both colleges.

TEXT-BOOKS. — Jevons' Deductive Logic; Fowler's Inductive Logic.

THE SCIENCE AND ART OF TEACHING — PROFESSOR STEARNS —

During the year 1885-86 the following courses will be offered in this department.

I. *Fall Term*: Educational Praxis, including school economy, organization, management and methods of teaching; lectures and recitations; Text-books; Fitch's Lectures on Teaching; Bain's Education as a Science.

II. *Fall Term*: The Theory of Teaching; a study of the psychological basis of methods, with a view to developing a rational criticism of educational processes. Courses of study: educational values; lectures and recitations; Text-books; Sully's Outlines of Psychology; Bain's Education as a Science.

III. *Spring Term*: The history of educational theories and practices in Europe and America; lectures and recitations. Text-books: Brown-ing's History of Educational Theories; Quick's Essays on Educational Reformers.

IV. *Spring Term*: Superintendence; comparative study of education in different states; educational problems; special studies.

The design of the first course is to introduce the student to the practical problems of the school room, and to develop helpful methods of thinking about them. This, with the third course, which aims to acquaint him with the chief currents of thought on education, and the most important experiments which have been tried, will constitute a proper preparation for the work of teaching. The second and fourth courses aim to develop a basis for rational criticism upon educational work, and to promote comparative study of schemes of organization, superintendence, etc.

1884-1885.

In the Spring Term of the present year a course of lectures and recitations will be given, covering in part the first and third courses indicated above.

HISTORY — PROFESSOR ALLEN —

All persons entering the University are examined in United States history. Candidates for the Freshman class of the College of Letters are examined also in ancient history and geography, and the history of England.

American history is required for the classical students in the two first terms of the Junior year, as a half study, alternating with English literature. There are three elective courses in history, two for the Junior class and one for the Senior class. The two Junior courses rank each as a half study, the two together making one full study.

COURSE I. Twice a week — History of ancient institutions, designed for classical students only. *First term* — History of Greek and Roman institutions. *Second term* — The Roman constitution. *Third term* — Ancient mythology and art.

COURSE II. Three times a week — Dynastic and territorial history, carried through the year.

COURSE III. For Seniors, or those who have had Course II, or its equivalent. *First term* — Medieval Institutions. *Second term* — The English constitution. *Third term* — History of civilization.

The method of instruction varies with the subject and the class. In most cases a text-book is used as a basis of instruction. Wherever it is possible, special topics are assigned to the members of the class, to be looked up in books of reference, and presented orally. In some departments the work is principally by lectures, the substance of which is required to be written out in blank books. Courses of historical reading are laid out for the members of the class, and of the Seniors written essays are required. Historical charts or maps are constantly used, and in Course II, map drawing forms a regular part of the work.

TEXT-BOOKS.—*For Course I*—Leighton's History of Rome. Seeman's Classical Mythology. *For Course II*—Labberton's Historical Atlas. Freeman's History Primer of Europe. Allen's History Topics. *For Course III*—Smith's History of English Institutions. Guizot's History of Civilization.

CIVIL POLITY AND POLITICAL ECONOMY—PROFESSOR PARKINSON—

CONSTITUTIONAL LAW.—At the beginning of the third term of the Junior year a short course of lectures is given upon general constitutional law, dwelling more especially upon the English Constitution—its gradual formation and distinguishing characteristics. It is aimed in these lectures to prepare the way for the study of the constitution of the United States, which subject is taken up at their conclusion and continued, by recitation or lecture daily, through the term. The constitution is investigated in no party spirit, but in that of free inquiry. Special attention is given to important cases involving vital principles of constitutional law, and to the adjudications upon them by the highest judicial tribunals. It is designed, in the study of the constitution and throughout this department, to give instruction that shall be practical in the highest sense of the term, and which cannot but be of immediate service to that large class of graduates who pass at once from the academic to the law department of the University. Constitutional law, during the third term of the Junior year, is a required study for the students in the College of Letters, and an elective for those in the General Science Course.

In 1884-5, there will be offered as electives in the first term, to the Seniors, Constitutional Law (advanced work); and to the Juniors, the Political and Constitutional Development of England; to the Juniors in the second term, the Political and Constitutional Development of the United States.

POLITICAL ECONOMY.—This subject is taken up at the beginning of the Senior year and continued, with four exercises a week, to the close of the first term. It is taught with the aid of an appropriate text-book and works of reference, supplemented largely by lectures and discussions upon the more important topics. It is designed to treat the science, not as an isolated one, but as intimately connected with that of government, and as closely bearing upon the welfare and interdependence of nations as well as of individuals. In 1884-5 some advanced work will be offered in Political Economy as an elective.

INTERNATIONAL LAW.—This subject is at present taught wholly by lectures. It extends, one lecture a week, over the first term of the Senior

year. The aim is to present the outlines of the science in as complete a manner as possible in the time allotted, and to note any modifications or advances made from time to time in the recognized law of nations. Both political economy and international law are required of students in the College of Letters, but are elective for those in the College of Arts.

TEXT-BOOKS.—Cooley's Constitutional Law; Walker's Political Economy.

GREEK—PROFESSORS KERR and WILLIAMS—

The study of Greek extends through the whole of the Ancient Classical Course, being elective during the Junior and Senior years. Students in other courses may elect any authors which they are prepared to read with advantage, either in the elementary Greek class or in the college classes.

BEGINNERS IN GREEK.—The course in elementary Greek is established for the benefit of three classes of students: (1) Those who desire to complete in a single year their preparation for the Freshman class, Ancient Classical Course. Such students can get, in the time specified, the required Greek grammar and composition, and can easily read three books of the Anabasis and two books of the Iliad; (2) Students of the Modern Classical Course who wish to take elementary Greek as an elective study. For these the course provides five or more recitations a week, according to their preference; (3) Special students who elect Greek as a full study for a year or more.

FRESHMAN CLASS.—The course for the first college year includes a study of the Homeric Poems with reference to a critical knowledge of the Epic dialect and the interpretation of the Greek mythology. In the Winter and Spring terms the orations of Lysias are studied to give, by an extended course in one author, facility in translating pure Attic prose. The class have frequent exercises in Greek composition throughout the year.

SOPHOMORE CLASS.—The Sophomore year is given to the study of Greek oratory, tragedy and lyric poetry. The Philippics of Demosthenes, or their equivalent, are read and analyzed, and are illustrated by instruction in Athenian politics and Grecian antiquities. The work in dramatic and lyric poetry consists in the reading and analysis of the Medea of Euripides and selections from the Greek Anthology, or their equivalents.

The study of the difficult principles of Greek syntax is continued during the year, but only as subordinate and incidental to the study of the authors themselves.

JUNIOR AND SENIOR CLASSES.—The last two years are given to Greek philosophy, dramatic and lyric poetry and oratory. The object of the course is to give the student a comprehensive knowledge of Greek literature, and show him the power of the language as a medium of thought.

The foregoing courses provide for five daily recitations, three of which are conducted by Professor Kerr, and two by Professor Williams.

TEXT-BOOKS.—Goodwin's Greek Grammar; Goodwin's Greek Moods and Tenses; Jones' Greek Prose Compositions; Boise's Exercises in Greek Syntax; Jebb's Greek Literature, and standard American editions of the Greek classics.