

CATALOGUE

OF THE

UNIVERSITY OF WISCONSIN

FOR THE

Academic Year 1886-87.

MADISON, WISCONSIN.

OCTOBER, 1886.

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the last to inductive logic. Deductive logic is a required study in the College of Letters, and an elective in the College of Arts. Inductive logic is required in the English Course and elective in the other courses.

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

THE SCIENCE AND ART OF TEACHING—PROFESSOR STEARNS—

The following courses are offered in this department:

I. *Full Term*: Educational Praxis, including school law, school economy, organization, management and methods of teaching; lectures and recitations. Text-books: Bain's Education as a Science; Burke's Law of Public Schools. This instruction will be arranged in three courses, as follows: I. Grammar and high school methods and management. Three times per week. II. School law and school hygiene. Twice per week. III. Primary and kindergarten methods and management. Twice per week.

II. *Winter Term*: The Theory of Teaching; a study of the psychological basis of methods, with a view to developing a rational criticism of educational processes. 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: Browning's History of Educational Theories; Quick's Essays on Educational Reformers.

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. The second course aims to develop a basis for rational criticism upon educational work, and to promote comparative study of schemes of organization, superintendence, etc. The third course aims to acquaint him with the chief currents of thought on education, and the most important experiments which have been tried. The three courses thus outlined, which can be completed in a single year, constitute a proper preparation for the work of teaching. Farther courses will be organized as occasion demands, for the detailed study of American educational history, the systems and practices of different states, and current educational problems.

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 first two 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 and second terms*—Tighe's development of the Roman constitution, and lectures. *Third term*—Ancient religion and art. Seeman's Classical Mythology. Collignon's Manual of Greek Archaeology.

In addition to text-book and lectures, special topics in Greek and Roman institutions are assigned to the members of the class.

COURSE II. Three times a week.—Dynastic and territorial history, carried through the year. Labberton's Historical Atlas. Allen's History Topics.

The topical method is pursued, with the assistance of historical maps and charts. Outline maps are used, to mark changes of boundary, and each member of the class is required to prepare a synchronistic chart.

COURSE III. For Seniors, or those who have had Course II, or its equivalent. *First term*—Medieval institutions; lectures, with the assistance of extracts from historical documents. *Second term*—History of the English Constitution in the Middle Ages. Stubbs' Select Charters. *Third term*—History of Civilization. Guizot and lectures.

COURSE IV. American History (Mr. Turner). Allen's History Topics, in connection with any good United States History of the higher grade; Johnston, Leeds and Higginson's Larger History are especially recommended. Outline maps are used for marking territorial changes.

Courses of historical reading are recommended in connection with class work, and are laid out for the several members of the classes when desired.

The following books are recommended for reference and collateral reading:

- Adams' (C. K.) Manual of Historical Literature.
- Freeman's Methods of Historical Study.
- Fisher's Outlines of Universal History.
- Ploetz' Epitome of Universal History.
- Heilprin's Historical Reference Book.
- Willard's Synopsis of History.
- Myers' Outlines of Ancient and of Mediaeval and Modern History (for Course II).
- Freeman's Historical Geography of Europe (for Course II).
- The Epochs Series (ancient and modern). (for Course II).
- Hallam's View of Europe in the Middle Ages (for Course III).
- Stillé's Studies in Mediaeval History (for Course III).
- Adams' (G. B.) Primer of Mediaeval Civilization (for Course III).
- Stubbs' History of the English Constitution (for Course III).
- Taswell-Langmead's History of the English Constitution (for Course III).

CIVIL POLITY AND POLITICAL ECONOMY—PROFESSOR PARKINSON—

The studies pertaining to Civil Polity are entered upon at the beginning of the Junior year and continued to the close of the Senior year. Political