name 'the natural method,' and of the success being due to that name. For those who lay so much stress on the name, it will be interesting to learn that neither the founder of the method, nor some of the most prominent exponents, had any thing to do with the giving of the name. One of Harvard's learned professors has done the method the honor to christen it; and a research after the true motives for selecting just that name, with all its meanings, is certainly a worthy subject for investigation. But to attribute the popularity of the method solely or mostly to its name, seems hardly to be reasonable. To my judgment, it is the truth of the method, the zeal and energy of its followers, and the much-felt need of better methods in general, which explain the conquering power of the natural method.

SIGMON M. STERN.

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## *THE TRAINING OF TEACHERS.*[1]

THE profound significance of the teacher's profession is not yet properly recognized. Many men, of considerable intelligence even, think that school education covers too narrow a field of life to have facts and principles capable of constituting a science, and that teachers of common schools are but day-laborers, having no professional standing, and hence needing no professional training. On this account, our normal schools will have many trials to meet, and many difficulties to overcome, before reaching the position towards which they are struggling.

As yet, our advanced high schools and colleges do not supply these schools with a sufficient number of students whose thorough literary attainments warrant a more exclusively professional course of studies. In fact, our normal schools are necessitated to do this preparatory academic work themselves. In this way they render themselves liable to the charge of being only academies with a quasi-professional annex.

We have all along very much regretted the necessity of directing so much attention to the academic training of the students in these schools, and have carefully studied how to keep the purely professional element from being too much neglected, without, at the same time, sacrificing the thorough literary instruction required.

The large supply of teachers required for the educational work of the state, and the very low average of salaries given for educational labor, make it almost impossible to lengthen very much the present term of study. Some, with great earnestness, have advocated the addition of another year. In due time this will come, and be of immense account in enlarging the sphere of professional studies, and giving opportunity for more definite and continuous model practice, which, when rightly conducted, is of so much value.

The literary instruction may have been given in harmony with the best principles which the present philosophy of school education is able to give, and in such form as to bring into view the very best methods which either the science or art of teaching furnishes. We are not calling this in question at all; but we must keep in mind that the students, at the very outset, are backward in their literary studies, and have but little knowledge of psychology. Hence they are forced to make every exertion in preparing for their daily class-work, and must be, of necessity, far more anxious about the matter of what is taught than about the manner or method of teaching it. They fear to spend any more time in the model school than is absolutely required by law. They make the minimum here the maximum, if they can. In addition to this, being subject at the close of the course to a rigid state examination, covering all the academic studies pursued, they, with their professors, are tempted to sacrifice all efforts towards enlarging the course of professional studies through fear of the issue of the final examination-test.

Although the course of studies as now arranged is not very satisfactory to us, and will need, in our judgment, some important changes, yet we have felt constrained to approve it on account of our great anxiety that the graduating year should be given more fully to the work of professional training, taking up the whole history and science of school-teaching, and illustrating in detail the psychological ground of every method by a greatly enlarged course of practice in the model school. Such practice, in our judgment, is very essential. Indeed, it sustains the same relation to the normal-school studies as a moot-court does to a law-school. Here theory finds verification; here principles pass into direct conscious application; here science makes its transition to art; here the furnished scholar learns to handle with vigor his whole armor, as a page when he became a belted knight and entered the tourney. The teacher needs scholarship, of course, but he needs something more: he must have knowledge, and, at the same time, thoroughly master the art of imparting it. To this end our normal schools were established; in this direction they steadily tend. In the above plan, however, no one thought for a moment of not holding with firm grasp the essential truth that professional knowledge cannot exclude schol-

[1] From the annual report of E. E. Higbee, superin endent of public instruction of the state of Pennsylvania.

arship. Evidently, he who knows not the subject to be taught can never be a master of the method of teaching it.

It is plain that all our teachers cannot have the benefit of a professional training in our state normal schools. The number is too great for us to expect this. It is important, therefore, that they use every opportunity within their reach to advance their professional zeal and skill. Well-conducted teachers' institutes are exceedingly valuable for this purpose; indeed, in our judgment, indispensable. It is not out of place here to mention in brief some of the benefits derived from these institutes. Teachers, especially in our country districts, are much isolated. They need the inspiration gained from association. Engrossed with their daily routine of labor, and deprived of all chance of any frequent consultation with others of their own vocation, their work is in danger of becoming a monotonous task, lacking all incitement to that professional zeal which prompts to new exertion and sweetens every toil. These yearly conventions serve, in a great measure, to keep up the *esprit de corps*, and to give rest and recreation so much needed and so valuable, while each teacher feels the support of, and enjoys communion with, the profession at large. Again, by means of the pointed instruction of experienced educators, many difficulties are removed, better methods suggested, troubling mistakes corrected, false tendencies thwarted, and new inspiration aroused. Through valuable lectures and addresses, educational interest is awakened, and the warm sympathy of large communities gained in behalf of the schools. Parents and teachers and directors come face to face, and the duties and responsibilities of each are more clearly understood. It would be a fatal mistake not to encourage these institutes in every possible way.

## *LUDWIG WIESE.*

IN his review of Wiese's *Lebenserinnerungen u. Amtserfahrungen*, published in the *Berliner philologische wochenschrift*, Professor Paulsen pays a warm tribute to Wiese's character and pedagogical work. He describes Wiese's life as that of a healthy, strong, enthusiastic, frank, and self-confident personality, and calls his life a rich and happy one in the true sense of the Aristotelian definition. Wiese was born at Herford in 1806, and from 1826 to 1829 studied theology and philology at the University of Berlin. His activity as a teacher began in the Friedrich-Wilhelms gymnasium, and in 1831 he was called as con-rector to the gymnasium at Clausthal. In 1837 he accepted an appointment at the celebrated Joachimthalisches Gymnasium, and worked there until he was appointed to an office in the ministry of education in 1852. Wiese's early teaching pointed out for him the demands of sound methods of instruction. He himself says, "The perception that the majority of the pupils understood the rules as laid down only with much difficulty, suggested to me to begin with the demonstration of an example, letting them discover the rule for themselves from it. Such examples as commended themselves as suitable for this process I brought together as *Normalsätze*, and, having dictated them to the pupils, caused them to be learned by heart; which was done willingly and easily. The result was surprising, and the written themes soon showed a pleasing correctness. It was the beginning of a grammar invented from examples." While a teacher at the Joachimthalisches Gymnasium, Wiese made a journey to Italy and one to England. The letters which he wrote home to a friend about the English educational establishments were published as 'German letters about English education.' In 1852 he was intrusted by Minister von Raumer with the supervision of the secondary school organization of Prussia, and for twenty-three years he held this office under four successive ministers of education. In 1875 the governmental policy of *Kulturkampf* brought about his resignation. The two aims of Wiese's official life were, first, the confining the curricula of the gymnasia within proper bounds; and, secondly, the restoration to the gymnasia of the former Christian character. Professor Paulsen's estimate of Wiese's influence is kindly but cautious, and it probably well represents the esteem in which the veteran educator is held in his native land.

## *THE SIGNIFICANCE OF GEOGRAPHICAL NAMES.*

THE importance of geographical names in connection with the teaching of history and philology is almost entirely overlooked by teachers. These subjects acquire an added interest if linked together in this way, and details are better retained in the memory if provided with these associations. The following account of the word 'Donau' is translated from the *Zeitschrift für das realschulwesen*, and serves as an example of how history, geography, and philology may be connected in teaching. The points of contact, and the lines in which they can be developed, are apparent.

The Greeks (Herodotus, ii. 33) applied the name 'Donau' (Greek, 'Istros;' Roman form, 'Ister' or 'Hister') to the entire stream, and used it almost exclusively, though their later authors