

Our Colleges.

It is our habit to call attention to our colleges once a year, at the time of the commencement exercises, when the close of one session and the announcements for another turn public attention in this direction.

Our acquaintance with educators and our knowledge of the condition and prospects of our educational institutions, lead us to the conclusion that the teachers in our colleges are self-sacrificing to an extent not generally known. They are generally modest men. Moreover, they are so sensitive as to the reputation of the institutions with which they are connected, that they would rather suffer than let the truth be known. We wish, therefore, to state a few facts which the brethren ought to know.

1. Generally, the teachers in our colleges are poorly compensated. What will our readers think when we tell them that in one of our colleges, of good fame, the average of the salaries of the professors, last year, was less than four hundred dollars! It is true that this was a voluntary sacrifice on their part, for one year only, in order that the Board of Directors might be able to pay off some embarrassing debts. But when you put this into plain English, it means that the professors themselves paid the debts of the institution, and received less for their work than is paid to common day laborers! It is proper to say that we did not learn the facts from the teachers. No one of them ever spoke to us about it. So far as they are concerned, we never should have known it by look, or hint, or complaint. But apart from this, the regular salaries of our teachers are so small that they are often puzzled, notwithstanding the strictest economy, and with all they may earn from other labor, to eke out a living. And this goes on year after year, until the strength of their days is gone, and they are unfitted for any other calling.

2. These men are capable of doing much better for themselves. It is a common impression that our educators are unfit for anything else, and that they are receiving better compensation than they could secure in any other calling. This may possibly be true in individual cases; but, generally speaking, it is ridiculously and mischievously false. We happen to know, in numerous instances, that these men have turned their backs on tempting offers, and shut themselves out from inviting prospects, and for a bare living have continued in unappreciated toils, because their heart was in their work, and they would not abandon it unless driven to it by absolute necessity. We know of no fine of work in which there has been more self-sacrificing effort—more heroic and more patient endurance—than in our educational institutions. This ought to be known and appreciated, as it never has been, and never will be, unless our editors and other friends of education call attention to it.

3. It is generally supposed that our college professors have an easy time of it—that hearing recitations four or five hours a day exhausts their duties and leaves them the larger portion of their time for play, or for pursuing some other line of work. This again is a great mistake. No conscientious teacher, no difference how long he has taught, or how familiar he is with the branches of study to which he is devoted, will go before his class without fresh preparation. He must keep himself fully up, with all that is new, in methods and in substance, in his department, as well as in all that marks the progress of the age in all departments of literature and science. Then there is an amount of work outside the class-room, which taxes his time and energies for many hours of the day; and a performance of social duties, without which he will fail of that personal influence so necessary to the success of his work. Our teachers are men of hard labor. Once in a

while, when a college professor publishes a book, it is supposed that his abundant leisure has enabled him to accomplish such a task. Many fail to understand that such productions are the result of diligent and toilsome preparation for the class-room, or that such work has been done at the midnight hour when others were asleep.

4. Too many look upon our colleges as the fruit of ambitious desires for prominence, or as the result of local ambitions to benefit particular localities or sections of country. It is thought that we could get along very well without them, especially as our public graded schools offer such opportunities for home education. It may be that such motives sometimes find play; it would be strange if they did not. It is also true that our public schools, in many places, furnish facilities for a fair English education. But the public schools do not and can not furnish, either in extent or character, such an education as is needed for our sons and daughters, and the main motive in establishing our schools and colleges is found in the conviction that our children need a kind of education not to be obtained in the public schools or in most of the colleges that are under State or denominational control. We were familiar not only with the writings, but also with the public addresses of Alexander Campbell on the subject of education when he was preparing the way for Bethany college; and his views have been adopted in the main as those of our educators generally. There is a central idea in every well founded system of education. We know of one college whose distinguished president made *Man* the central thought. About this thought he gathered all his educational forces, and everything in the curriculum was made tributary to the one purpose of instructing the students in a knowledge of man—his nature, his capabilities, his place in the universe, his duties and his destiny. Instruction in mental science began with a course of lectures on anatomy and physiology, that the students might understand the earthly conditions of the being whose mind they were called to investigate. Now, in our schools, the central idea is *Christ*, and the Bible as leading to a knowledge of Christ. To this, everything in the course of study is supposed to be subordinated. All literature and science is viewed from this center, and is impregnated with the Christ-idea. Such an education is not to be obtained elsewhere, nor is it, as yet, fully obtainable in our own schools. But this is the ideal; and towards this, our colleges are, or are supposed to be, working. To furnish a genuine *Christian* education, we need all the means and appliances usually possessed by institutions of learning—but all these directed to a specific end—to educate our children in Christian principles and prepare them for the highest efficiency in the service of Christ. We do not mean to say that our children can not become Christians without such schools; but we do mean to say that a true Christian education will vastly increase their power and add immensely to their influence for good in any sphere of life they may occupy. Their power for good at home, in social life, in the church, and especially in the official posts of the church, as rulers, teachers and preachers, will be largely augmented by a proper Christian education and training. And this is as important for our daughters as for our sons. The spheres of usefulness that are now accessible to women call for a much larger attention to their thorough education. The influence of our plea, and the progress of our churches, will be greatly advanced by the liberal and Christian culture of our daughters. In addition to all that may be accomplished at home by the education of woman's mind and heart, if our foreign missions succeed as they now give promise of succeeding, we

shall soon need scores of female teachers and physicians for the work of Christ in foreign lands. And for our home ministry, we shall constantly need a supply of properly educated men.

—But our colleges generally are not what they ought to be. They have done what they could, and that is a great deal. But they need better libraries, better scientific apparatus, a more liberal supply of the means and appliances belonging to other institutions of learning for a complete education according to the best methods. They also need sufficient endowment to enable them to pay adequate salaries and secure the best instructors. These are considerations that should be carefully weighed by our brethren at large. Among the various benevolences that invite the aid of our wealthy brethren, our colleges should not be overlooked, and our hard-worked and poorly paid teachers should not be neglected. Money judiciously invested for the enlargement of the work of our educational institutions will bear fruit from generation to generation.—*Christian Standard.*

Tomatoes.

A common mistake in the cultivation of this plant is to imagine that it requires an enormous space to perfect its growth in. Of course, if it is allowed to wander at its own sweet will, it will occupy a great deal of ground. But this is not at all the best way to get ripe fruit, though any amount of leaves, stalks, and green tomatoes may be produced by it. Please give the following plan a fair trial:—Set the plants in rows two feet apart, and fifteen inches between the plants in the row.

When the first bunch of buds has fairly made its appearance, nip off the whole of the shoots growing between the stem and branches; but allow the main stem to grow on until four or, at most, five bunches of buds are formed. Then the plant being, probably, about three feet high, pinch off the main stem about three inches from the highest bunch, and continue to nip of the shoots, as before as fast as they make their appearance; just as in the culture of tobacco.

If this is properly done, the greatest amount of ripe fruit that the climate is capable of producing will be secured. Stakes, about four feet long, will be required to tie the plants to. They should be driven firmly into the ground and the stem should not be too tightly bound. I have practiced this mode of growing tomatoes for twelve years, and have always obtained an early crop of well matured fruit. Keep the ground well stirred and mulch with half-rotted dung. Lots of liquid manure.—*Cor. Journal of Agriculture.*

—We boast about the circulation of our newspapers. The best of them are daily marvels of news, of information, of miscellaneous reading, of entertainments of all sorts. They are the cheapest things manufactured in modern days. Considering the capital in brains, industry and money they put it into every number, they are, at their price, the wonder of our civilization. And yet the most wonderful thing about them to me is the smallness of their circulation compared to the population. Take such a center as New York, with a compact population of nearly two millions, and radiating lines of quick distribution that enable the newspapers within a few hours to reach millions more, and set against this the actual circulation of the three or four commanding journals. It is a mere bagatelle. Still there are many newspapers, and a large proportion of the population sees one every day—that is, of the city population; but the number of people who master the contents of a daily paper is not large. Readers pick out of them the items of business or amusement or politics that amuse them. And it is hardly fair to credit our people with the habit of reading because they glance at the daily newspapers, or because in the country they are in the habit of spreading the excellent weeklies over their faces to keep the flies from disturbing their Sunday nap. I believe that the majority of business men read a book very rarely; the majority of young men in business and in society I fancy read very little—they do not give their evenings to reading, and are not apt to take up a book unless it becomes the talk of society. People who spend a great deal of money on dress, on dinners, or amusements, would think it extravagant to buy a book, and if one is commended to them they will wait till they can borrow it or get it from the library. They do not hesitate two minutes about an ordinary \$2 dinner, but they will wait months to borrow a fifty cent book.—*Charles Dudley Warner.*

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