

versity of Michigan. It is thus seen that Missouri is contributing her share in the article of intellect to the North and South alike. Another Missourian, Professor Kizer, not long since accepted a position as teacher of mathematics in the New Platz normal school in New York, at an advance in salary. For years it has been recognized that the educators of Missouri stood in the very foremost rank in this country, and the steady withdrawal of some of our best educators to other states and other institutions, is the best evidence of this fact.

Ordinary teachers and professors can be picked up by the carload in any locality, but men and women of superior intellectual ability are not easily replaced in any community.

Professor Smith, of the University of Michigan, is a brilliant man in many respects. He is a critical scholar and a close student—a genial, pleasant gentleman with the air of a German musician. His mind is clear, quick, incisive, and of a decidedly speculative caste. Those who came in contact with him in the class room are his warmest personal friends. The board of curators will have to look some time before finding a man his equal in the department of the more advanced mathematics.

We have hardly recognized the truth that the teaching force of Missouri, like that of all other states and countries, is divided into three great classes, namely, the intelligent planners and directors, the large body of workers who need to have the details indicated for them, and the third class who must be watched at every step; or, master workmen, journeymen and apprentices.

Other states are now sapping us of some of our master workmen because of inadequate pay. So far, then, as school work is concerned one good teacher is worth twice as much as two poor ones. Poor teaching, whether in the primary

school, high school, college or university, is dear at any price. It is with poor teachers, weak in scholastic attainments and teaching power, that too many schools are over-supplied, and this is the point most of all that boards of education must guard against. Where there is one first-class teacher or professor there are at least two very common ones. To get the best should be the motto of the board of curators as well as of every board of education. Look, gentlemen, for first-class ability.