

and is divided amongst the school districts in proportion to the number of children in each.

The capital of the School Fund is now \$680,000. In the year 1858 there were in the State 4,216 school districts; 3,878 school houses; 51 colleges; 100 academies; 4,198 male, and 855 female teachers; 367,218 children between five and twenty years of age; \$780,767 were paid to teachers, and \$107,599 for building and repairing school houses.

It is a hindrance to the complete and general introduction of this school system, that in some parts of the State the population is too sparse to admit the establishment of even one good school in a township six miles square. A greater evil is the apparent apathy manifested by many of the people. In some districts the majority of the people, instead of regarding the public school monies as a simple encouragement to them to do their duty, trust to it to accomplish the whole work of educating their children. When the annual apportionment is made, such a district will employ a teacher for three or four months, until their public money is exhausted, and then the school house will be shut until the next year brings another apportionment.

Missouri is not without her model schools and teachers. Especially has St. Louis set an example worthy of all honor. But there is a great want of a sufficient number of well-qualified, professional teachers, who would take hold of the work, not from a selfish or temporary interest, but as a lifetime business. The man who would undertake to practice medicine to-day, law to-morrow, and blacksmithing the next day, would be regarded either as a fool or a madman.—Yet in this most difficult and delicate of all undertakings,—the proper training and developing of the youthful mind,—persons frequently enter upon the business without any adequate preparation, and, what is fortunate for the pupils, many of these soon leave it in disgust.

SCHOOL-TEACHING vs. SCHOOL-KEEPING.

School-teaching and School-keeping are terms of a widely different significance, yet they are so nearly allied that one cannot exist in an individual independent of the other, under the present condition of the common school system. It is a matter of great importance that a person who offers himself as a candidate for taking charge of a school, be well educated in the branches which he expects to teach; but it is a matter of equally great importance that he be qualified to govern and manage the school he has under his charge, in a manner conducive to the highest interest and most rapid advancement of his students. The time was when all that was thought necessary for a person to possess to take charge of a country school, was great muscular power,—a sufficient commanding faculty to "knock down and drag out,"—instead of carefully pouring in mentally. But, happily, that opinion is fast dying away, and is superseded by the just belief, that

it is not so much the *pedagogue* as the *instructor* that is called for in this progressive age.

It is my belief that the wheels of time and progress will soon roll round the time when the question, "Can you govern a school," as asked by commissioners and trustees of the present day, will be but idle words; and the all-important interrogation, "Do you know enough, and have you the power of imparting, in a clear and comprehensive manner, to the young ideas, that which you do know?" will be put more rigorously. This would, indeed, be a great change, and no less great than good. It would not only prove a great benefit to the scholar, but also to the teacher. It will be taking from the teacher one very burdensome obligation, and, consequently, giving him more strength to perform, with success, that which remains. My short experience has taught me that it is an exceedingly delicate matter to fix the minds of a class of scholars on an illustration of any particular point, when, in other parts of the room, there is something else to attract their attention. The consequence is, double and even triple the time and labor is required to make them understand, had the instructor nothing to do but teach.

But, as some may properly ask, who are to bring about this change? Is it the school-teacher? Is it the commissioner? Is it the legislator? However great influence they may exert, they cannot effect this change unaided by other sources. The parent is to be the great auxiliary assistant and co-laborer with the teacher in bringing the common schools of our country up to that position which they are destined to occupy. Parents, you are accountable for your children's advancement at school. It is upon your shoulders the future well-being of your children rests. Will you have them grow up around you, heaping blessings upon your head, and shedding joy and happiness on those who come within the circle of their influence? Would you have them a benefit to society, and, as they go through life, leave "footprints on the sands of time," which will withstand the annihilating rain of ages? Instill into their minds, ere they cross the threshold of your door to go to the school-room, that they go there to search out treasures that are hidden, and which must remain hidden, unless found out by their own exertion. Teach them, while yet under your watchful care, that it is not to idle their time away, in mischievous sports, that you send them to the school-room. Invite them with a desire for knowledge,—teach them to look upon their teacher with respect, that he is not there to beat and to hate them, but that he is placed over them to love and to teach them that which they are ambitious to know. Thus you will secure for the teacher their love and respect; and by so doing, secure for your children redoubled energy and labor, on the part of the teacher, to promote their best interests and advancement. Fathers, will you not take this into consideration? Mothers, will you not take part of the care that too many of you, I fear, throw upon the teacher? Do not offer the excuse that the teacher is hired and paid

(though scantily,) for teaching, and, therefore, you are not to perform his labor. A sad mistake,—you pay for teaching, and not for keeping your children.

YOUNG TEACHER.

West Dryden, Tomp. Co., N.Y., 1860.

CULTIVATING THE FACULTY OF SPEECH.

There is a power which each man should cultivate according to his ability, but which is very much neglected in the mass of people, and that is the power of utterance. A man was not made to shut up his mind in itself; but to give it voice and exchange it for other minds. Speech is one of our grand distinctions from the brute. Our power over others lies not so much in the amount of thought within us, as in the power of bringing it out. A man of more than usual intellectual vigor, may, for want of expression, be a cipher without significance in society. And not only does a man influence others, but he greatly aids his own intellect, by giving distinct and forcible utterance to his thoughts. We understand ourselves better, our conceptions grow clearer by the very effort to make them clear to others.

Our social rank, too, depends a good deal upon our power of utterance. The principle distinction between what are called gentlemen and the vulgar, lies in this, that the latter are awkward in manners, and are especially wanting in propriety, clearness, grace, and force of utterance. A man who cannot open his mouth without breaking a rule of grammar, without showing in his dialect or brogue, or uncouth tones, his want of cultivation, or without darkening his meaning, by a confused, unskillful mode of communication,—cannot take the place to which, perhaps, his native good sense entitles him. To have intercourse with respectable people, we must speak their language.—*Channing.*

EDUCATION.

Education is an art or science which, despite the great improvements that have been made in it in modern times, is yet but in its infancy. The experience of almost every day teaches us how much the success of any one system of education depends upon the character and resolution of the instructor. A Dr. Arnold can work wonders with means that prove utterly inadequate with weaker spirits.—We agree with Prof. Pillans, that in almost every case "where young people are taught as they ought to be, they are quite as happy in school as at play; seldom less delighted, nay, often more, with the well-directed exercises of their mental energies, than with that of their muscular powers." It is, however, so very seldom that young people are as happy in school as at play, that we are forced to believe that they are equally seldom taught as they ought to be. Yet still, however, as a change not less admirable than noticable, the desire, which is now so general among teachers, to make the acquisition of knowledge itself an object of pleasure, and to conform their plans and modes of teaching to juvenile opinion, when reasonable.—*London Critic.*