

apparent to all who realize the importance of general education as the great auxiliary of progress. Schools located and established have only a temporary existence, and effect the most unsatisfactory results, because of the uncertainty of their continuance. Confidence is wanting on the part of the people, and not only does systematic public education become a questionable policy, but education itself, as a positive good, falls in popular disesteem. We need therefore an energetic and radical effort, which shall establish a more substantial basis for a State system of public schools, and at the same time inaugurate a process of supervision and culture, under which thorough efficiency shall be ultimately developed.

In the first place therefore, I suggest as indispensable to the end proposed, provision for the appointment of a Superintendent of public schools, whose duty has been prescribed by the act of 1825. To secure the services of a competent person, and his unremitting attention to the duties of his office, it will be necessary to give him a liberal salary, and to allow an adequate sum for the expenses incident to constant supervision. Upon this officer should devolve all the responsibility, for the effective and uniform operation of an improved system, for the introduction of such amendments and ameliorations as experience may suggest from time to time; and for such obvious services as properly pertain to his office. It will of course be indispensable to a successful prosecution of this work, that the prevailing legislation upon the subject, should be entirely reconsidered and reformed. The privilege now given to each county to accept or refuse the system, and which thus subject the education of its children to the caprice of tax payers, should be abolished, and the uniformity of the system be ensured by a common responsibility to the government, encouraged by the manifest benefits that should flow from it. A radical defect in our present system is to be found in absence of suitable provision for securing the services of competent teachers. This is a subject of paramount importance; and laying at the threshold of reform, and extending its influence ceaselessly into the future. It is expedient therefore, that such measures be adopted, as will commence and perpetuate a source of supply, from which the whole State may look for really useful, competent and professional teachers, reared and educated under the auspices of our own institutions, and identified in every respect with the common welfare. I therefore, propose the establishment of a *Normal School*.

Assuming that the gravest necessity for the organization of a training school exists, I will develop in outline the plan of such an Institution as strikes me to be feasible and suitable to the design. The place for, and the character of the school, are the chief points to be regarded.

It will be readily appreciated by you, that such an establishment must be in connexion with some literary institution of standard character. To erect buildings, to obtain the services of a compe-