

been made for the establishment and support of a Normal School, which is to be opened at Toronto during the present Autumn. The gentleman selected as Head Master of this Institution, has, for the last twelve years, had the oversight of the Model Schools, and the instruction of the Masters in the practice of teaching, in the great Normal School in Dublin.—*Western (Cincinnati) School Journal*, October, 1847.

COMMON SCHOOLS AND POPULAR EDUCATION.

I should be remiss in a duty, second, in my opinion, in importance to no other belonging to the high official station to which I have been called by the suffrages of my fellow-citizens, if I failed to commend to your special care the interests of Common Schools in this Commonwealth.

Our District Schools are the intellectual and moral nurseries of the State. If cultivated with care and skill, that care and skill will be rewarded by a maturity of rich and precious fruit. If neglected and left to make their way up, in the midst of briars and thorns, and without protection, exposed to the vicissitudes of the seasons, a stunted and miserable growth will render them incapable of bearing fruit at all, or, if any appears, it will be worthless.

The cause of Popular Education, within a few years past, has received an onward impulse, and been advancing under the enactments of the Legislature, and by the instrumentalities which they have created, in a manner in the highest degree encouraging to its most ardent friends.

The last year has exhibited more indications of a sure and vigorous progress than any preceding one. Our three State Normal Schools are in successful operation. They are sending out into different parts of the State well-qualified Teachers. These schools, with their natural auxiliaries, Teachers' Institutes, held under the patronage of the Legislature, and under the direction of the Board of Education, are inspiring the young men and women of the State who are engaged, or are about to be engaged, in the responsible and honourable business of teaching, with a desire for improvement, and an ambition to excel, worthy of the great work upon which they have entered.

The Secretary of the Board of Education, in addition to his other arduous and pressing duties, has attended every Teachers' Institute, opened them by appropriate lectures, explaining their origin and character, and enforcing upon the minds of their members, the importance of high and ample attainments, to those who take upon themselves the office of instructing the children and youth of the Commonwealth.

One of the most auspicious circumstances attending the holding of these Institutes, is the hearty good will with which they are received by the people in the places where they are held, and the intelligent zeal and earnestness with which they give their influence to promote their success. The average attendance of scholars in the Public Schools shows an awakened interest on the part of those for whose benefit the foundations of those schools were laid.

It is, however, a melancholy truth, that, in our own Commonwealth, too many children are permitted to grow up in ignorance and vice within reach and in sight of the most ample provisions for their instruction, offered to them without money and without price.