

But the mere care and promotion of our system of Common Schools—important and extensive as it obviously is—should not be the sole object of such a Department. If it is true that the power to punish crime includes also the right to prevent it, by providing for the proper intellectual and moral training of the people, it would seem to follow that the department charged with the latter momentous duty, should also be in possession of all the sources and subjects of information, calculated to shed light upon the object of its action. Hence the collection, arrangement, and practical deductions from population and industrial statistics; from natural defects, such as deafness and dumbness, blindness and lunacy; from crime in its various forms and developments; together with such control over all the literary and scientific institutions in the State, as shall bring their full condition into view, should also belong to the same Department.

Therefore, I most respectfully, but earnestly, urge upon your favorable consideration, at the present propitious moment, the organization of such a department, in the room of those for the care of mere matter whose agency has been or soon will be discontinued by the onward and upward progress of the Commonwealth.

A suitable Department of Public Instruction, will not, however, of itself, effect all that is needed in this direction. The general results of the Common School system, already cited, show the importance of its nature, and the magnitude of its operations. If we look, also, into its special statistics, the conclusion will be equally clear that certain improvements in its working machinery are equally indispensable.

It is needless to attempt to prove the truism that the properly qualified teacher is the life and success of the school. But the facts are startling, that of the 12,828 teachers of our public schools, exclusive of those in Philadelphia, only 5,087 are reported as "qualified" for their important trust; while 5,387 are returned as "medium," or such as are only tolerated till better can be obtained; and that 2,313 are stated to be "unfit." In other words; of the 569,880 children attending the schools out of Philadelphia, only about 230,000 (less than one half) are under proper instruction from inferior teachers; 100,000 are actually in charge of persons wholly unfit for the task.

This presents the subject in a light that cannot be shut out; and, though the great and commendable efforts recently made by the teachers of Pennsylvania, for their own improvement, are fully recognized, it cannot be concealed that there is work yet to be done, in this relation, which would seem to be beyond their unaided power to accomplish.

When, however, we look further into the special statistics of this branch of the system, the material for improvement is found to be of the most promising kind. Of the 12,828 teachers of our common schools, 10,889 are under thirty years of age, and 10,946 are natives of Pennsylvania; and a larger proportion than in most of other States are permanently devoted to the profession of teaching. To render these fit for the position to which they aspire—undoubtedly one of the most useful and honorable in the world—and to raise up a constant supply of well qualified successors, is the work to be done.

Various modes of effecting this object have been suggested or tried; but, after mature reflection, I am led to prefer that devised by the Act of May 20, 1858, entitled "An Act to provide for the due training of teachers for the Common Schools of the State." It places, in relation to the State, the teacher on the same footing with the members of such of the other learned professions as have been recognized by public authority; and it is to be regretted that the prostration of business and scarcity of money, that so soon followed the passage of the act, had the effect of checking many laudable efforts to put its provisions into operation. Under these circumstances, does it not become the duty of the State to afford such aid, or at least hold out such inducements as shall enable this measure to be fairly tested?

The passage of a law guaranteeing the payment of a moderate sum to one Teacher's School in each of the districts created by the act of 1857, would no doubt cause a sufficient number to establish the efficiency and practicability of the plan, to be completed in a few years; the money not to be paid till the schools were in full and approved operation. It is not probable that this grant would cause any considerable draft on the treasury; but, even if the whole twelve schools should ultimately be established, the boon would neither be out of proportion to that which has been conceded to other institutions, nor the number of graduates beyond the wants of the community. Up to the present time, Pennsylvania has appropriated about \$600,000 in aid of her colleges and academies, and this mainly in the hope of obtaining from them teachers for the common schools. Though the benefits of this munificence have been in other respects, quite equal to the amount given, it will be asserted by no one that the avowed object has been to any consider-

able extent effected. It would therefore appear to be time that the aid of the State should be brought directly to bear in favor of the great object so long contemplated.

No. 2. STATE OF NEW YORK, 1858.

The Governor of this State in his recent message to the Legislature states that the amount of capital of the school fund is \$2,551,260 52, which shows an increase during the year of \$24,868 23.

The capital of the literature fund amounts to \$269,952 12. The amount received for revenue is \$16,411 01; which is annually to be distributed to academies, and used for the purchase of text books, maps and globes, and philosophical and chemical apparatus, for academies.

The capital of the United States deposit fund being the amount received from the United States, is \$4,014,520 71. The amount received for revenue is \$248,767 52; which is also appropriated for the annual support of academies, common schools, the State Normal School, the instruction of teachers' classes in academies, and for teachers' institutes.

The expenditures for the public schools of the state for the year 1857 are

For teachers' wages	\$2,372,113 86
" libraries and school apparatus	136,597 80
" colored schools	10,729 93
" school houses, sites and repairs.....	765,526 50
" incidental expenses.....	369,027 06
Amount remaining unexpended.....	138,953 56

Total\$3,792,948 79

The above amount expended for school purposes was raised as follows:—

Balance unexpended from the previous year...	\$140,142 40
From common school fund and state tax	1,346,902 56
From Gospel and School lands.....	17,449 02
School district tax.....	1,846,542 71
" " rate bills.....	390,515 50
All other sources.....	51,396 60

Total.....\$3,792,948 79

Number of school districts in the state.....	11,617
" " houses	11,566
" children between 4 and 21.....	1,240,176
" attending the public schools.....	842,137
" of teachers employed within the year (Males, 8,266; females, 17,887).....	27,153

Three or four hundred of these hold the diploma of the State Normal School.

The total receipts of the public schools from the State, district taxes, rate bills, &c., during the year were \$3,792,498 79, about equally divided between cities and the rural districts.

The School Libraries contain 1,402,253 volumes.

The Superintendent says that by the provisions of the law granting \$6000 to Genesee College, there were issued to his predecessor a certificate of twenty scholarships to Genesee College and the Wesleyan Seminary connected therewith, admitting the persons who might be appointed under them to all the privileges and instructions in said institutions. He brings the subject before the public and the Legislature, to the end that the benefits sought to be secured may not continue inoperative through the want of applications for the existing vacancies.

By the law of 1851, which caused the raising of \$800,000 annually by general tax, the principle was established that "the property of the State should educate the children of the State." The law of 1856 extended and enlarged the appropriation by a three-fourth mill tax, which has increased the appropriation from that made by the law of 1851, to nearly \$1,200,000.

Under the management of the present Superintendent of Public Instruction, the School system of our State is acquiring, steadily but surely, a standing and reputation that will make it a model for others.

For especial information in relation thereto, I refer you to the report of that officer, which, under the law of 1858, changing the close of "the school year" from 31st December to 30th September, will enable him to present the statistics pertaining to this important interest down to a period corresponding with the other departments of the State, and not attainable under previous statutes.