

regard the school as a second home, where good conduct on their part is certain to ensure them all offices of kindness, consideration and affection.

The principal of the school should not only be head of the house, but the prudent, loving, and anxious mother of the girls, so much of whose happiness and well-being are in her power.

The regulation, although strict enough to ensure order and punctuality, should be as much as possible an imitation of a well-governed house, or household, where lady-like behaviour, unselfish consideration of others, quiet, gentle courtesy, are made the presiding influences. The young ladies must take an interest in household duties, share the details of domestic management, taking in turn, under the direction of the principal, the superintendence of the servants, ordering of the table, arrangement of furniture, and all such domestic matters as might be entrusted to their supervision in the house of their parents.

It is evident that the duties of principal in such a school can be best discharged by a married lady; she should, however, be free from the incumbrance of a young family.

There should be four departmental medals, each medal to continue in the department, and to be worn by her who will distinguish herself.

That in order to meet the growth of the Institute, it shall be in the power of the governors to make suitable provision for its extensions, and increase of usefulness, for the object contemplated by the Testator; and to further still more his object, they are hereby empowered to make such provision for its extension as time and circumstances may require. And further, should it be deemed advisable, and the prosperity of the Institute and its Treasury admit, and tend to increase its usefulness by widening the range of instruction, adding to its staff of teachers, or in any other way to render the Institute more efficient, it shall be in the power of its governors to adopt such measures as the means at their command, or the funds of the Institute may admit for its further prosperity and usefulness; and, moreover, should it be found clearly an advantage to the Institute to have a department for training such of the pupils as might desire to become teachers, it shall be in the power of the governors—in order to meet the wishes of such pupils as desire to become teachers—to add to the Institute a training department for teaching.