

there very opportunely, at the close of the first term after the summer holidays, and was present at the review of the work done during its course. I was cordially received by the Principal—both of the Male and the Female Academy, and was pleased with their whole general appearance and management. The educational enthusiasm of the Reverend Principal of the Ladies' department, and that of his accomplished partner, was to me, particularly refreshing; and I was not at all surprised to find the scholarship of their pupils characterized by accuracy, mental activity and practical application.—The fine moral tone that seemed to pervade the Female department was to me one of its most important and attractive features.

II. NORMAL AND MODEL SCHOOLS.

Appended to this report, will be found an accredited list of all the students who have obtained First Class Certificates since the commencement of the Normal School. To each name there is affixed a mark, showing who have taught and who have not. A few are dead, a few of the young ladies are married, but, with the exception of some four or five, all the rest have taught for a longer or shorter period, some having completed their engagement of three years.

This is a matter of no small moment. Not a few of the friends of this Institution were afraid that the obligation come under by the pupils—to teach three years in the Province in consideration of their gratuitous education—was not sufficiently stringent, and that some penalty should have been attached. I deemed it more advisable to leave this matter to the honour of these young persons themselves, and the result has shown the soundness of the course pursued. The fact that out of upwards of a hundred who obtained First Class Diplomas all have taught a longer or shorter time, with the exception of three or four, and these having valid reasons, either on the score of health or of some other circumstance in Providence over which they had no control, is, we think, in every way creditable to the parties themselves, and, we trust, has already, to a certain extent, refunded the Province for the outlay incurred by the Normal School.

The attendance at this Institution is still on the increase.—Two sessions have passed over since my last report was presented to your Excellency. At one of these, the winter term of 1858-59, the number enrolled was 72, with one paying pupil. Of these, at the close of the term, 3 obtained Grammar School Diplomas, 19 First Class Diplomas, and 24 Second Class. At the other, the summer term of 1859, there were enrolled 66, of which, at its close, 2 obtained Grammar School Diplomas, 16 First Class, and 27 Second Class. At the present session there are in attendance 20 more than at any preceding one. The providing of seats and desks for this number has occasioned additional expense. The Building does not provide for more than 72 students. It was supposed by its designer that the attendance would not average more than 30, or at most 35; and, on this supposition, the number of seats and desks was sufficiently large. Under the sanction of the Directors, twenty new seats and desks were erected, an account of which will be rendered to the Legislature by the Secretary. This has also considerably increased the current expenses. One hundred pounds per annum is the whole sum allowed for this purpose, paying the servant in charge, providing fuel, text-books and stationery for the students, repairs

&c. Heretofore, this sum has barely met the expenditure, and this year there are several pounds in arrears. And, withal, there is not nearly an adequate supply of books. In preceding reports, I have again and again called attention to the advantages that would arise from a small consulting library for the students, consisting of books on the profession or business of teaching, a good assortment of choice school text-books, &c., &c. In writing exercises on any branch of their future calling, the students have no books for consultation, or even for reading with a view to their general improvement. They have, generally speaking, nothing but the teacher's notes to refer to, and every one at all acquainted with the working of such Institutions, must perceive the disadvantageous position in which such a state of things places them. Besides, it is exceedingly desirable that, along with a well equipped apparatus, the Institution be provided with a museum on a small scale. This would be of vast utility to the students, not only in a professional point of view, but in cultivating and diffusing throughout the Province a taste for the various branches of Natural Science, and, thereby, enhancing largely, our resources of national prosperity. This project I have had in view ever since the opening of the Institution, and in my various perambulations throughout the Province, have succeeded in collecting a very fair proportion of the natural products of the country, both inorganic and organic; but they are all huddled together in boxes instead of being arranged in glass cases, where they might be seen and inspected by the students as occasion required; and this state of things is entirely owing to the want of funds. Were the amount of £25 annually added to the £100 allowed for current expenses, it would enable me gradually to meet and supply these deficiencies, and, thereby, to provide the materials indispensably necessary for the full accomplishment of the objects for which the Institution was erected.

There is another matter on which I would here say a few words, I refer to the Teacher of Music in the Normal School. Apart from the direct advantages which flow from a knowledge of music, or the many avenues of real enjoyment it opens up, or the use to which it ought to be turned in matters strictly religious and devotional, there are some aspects in which its presence in a school may be rendered very beneficial. In a very juvenile school it is an indispensable requisite, and an individual might as soon think to govern a kingdom without laws, as a juvenile school without music. But its soothing or exhilarating effects may be used as a powerful instrument for discipline, in advanced schools. Much of the restlessness which characterizes children in school, results from their being kept for too long a time at one particular subject. They are naturally fond of variety, and more harm than good will flow from continued application, on their part, to any one branch. It is a common sight to see a teacher putting forth great efforts to secure attention, but with very little effect.—The reason is, that the minds of the children are fatigued;—they have been kept too long on the stretch, and they desire a change of employment. In such cases, and they are of daily occurrence, a few minutes devoted to the singing of some favorite song would do more to enliven the pupils, and to arouse their flagging interest in the lesson, than any amount of threatening or punishment. Music may be still further employed as a sedative. When the children are taking their places, and arranging themselves previous to the commencement of any lesson, it will be found that there is comparatively little