

them with great emulation in making their preparations. Nothing affords children more exquisite pleasure than to have an opportunity to exhibit their talents and acquirements. It is also equally salutary in arousing a professional pride among the teachers. And it continues to stimulate teacher and pupil throughout the whole school term. It also affords parents an opportunity of judging of the progress of their children and the qualifications of the teachers.

*School Houses*.—Present the same appearance of dilapidation as they did years ago. They have nothing to recommend them but their antiquity. The tenements are uncomfortable and destitute of all pretensions to good taste. Indeed, I do not think I use language too strong when I say they are disgraceful to the communities in which they are located. And in most instances there is a perfect adaptation of furniture to the appearance of the antiquated exterior. All the schools are devoid of globes and maps, and in many instances, of even black-boards. Nothing, in my opinion, would contribute more to the permanency of our new system, than to be able to substitute for the tumble-down huts, now occupied as school houses, comfortable and attractive edifices.

*Mental Exercises*.—Almost every school in the County has daily exercises in Familiar Sciences, and some have introduced Mental Arithmetic. It is the plan of some of the teachers in the examinations in Mental Arithmetic, to engage the pupils in the lower and more advanced classes at the same time. The great rapidity and facility with which they solve the numerous questions propounded to them, render it a deeply interesting exercise.

*Text-Books*.—The universal introduction of Text-Books is attended with much trouble and vexation. It occurs in some instances from opposition, and frequently for the want of ability to purchase books, as they are required.

It is a desideratum in the consummation of this beneficent scheme of education to introduce some plan by which every child may be supplied with Text-Books; and one by which the poorest children, as recipients, may not be subjected to the humiliating imputation of being considered paupers. If some delicate plan for gratuitous distribution could be adopted, I am confident it would lead to the development of many bright intellects.

*Impediments*.—Many still exist to retard the progress of our new system in this County. The most prominent is the adverse interpretation of the law by the County authorities, in reference to the imposition of an additional school tax. The result has been the curtailment of our financial ability, which has rendered us unable to pay our teachers the sala-