At twelve o'clock the military companies of New York halted before the door of Washington's residence, and half an hour after, the procession moved in the following order: First, the troops; next, the committees of both Houses of Congress in carriages; next, the President-elect in a grand state-coach; next, his aid-de-camp and his secretary in one of the General's own carriages; and the procession was closed by the carriages of the foreign ministers and a train of

dent advanced to meet him, and con ducted him to a chair of state.

The whole assembly sat in silence for a minute or two, when the Vice-President rose and informed General Washiert rose and informed General Rose and Informed G

nent rose and informed General Washington that all things were now ready for him to take the oath which the Constitution required; and, so saying he conducted the President-elect to a helman, in full view of the people as

balcony, in full view of the people as-sembled in the street and covering the roots of the houses. In the centre of

this balcony, there was a table covered

He was dressed in a man-

persons. He was dressed in a man-ner which displayed the majesty of his form to excellent advantage. His full suit of dark brown cloth was relieved to the state of the state

suit of dark brown cloth was relieved by a steel-hilted sword, by white silk stockings and silver shoe-buckles; and his hair was powdered and gathered into a bag behind, in the fashion of that

day. The crowd greeted him with en-thusiastic cheers. Coming forward to the front of the balcony, he bowed sev-

eral times to the people, with his hand upon his heart, and then retreated, somewhat hastily, to an arm-chair near

the table, and sat down.

When all was hushed into silence, Washington again rose, and came forward, and stood in view of all the people, with the Vice-President on his right, and Chancellor Livingston, who

was to administer the oath, on the left. When the Chancellor was about to begin, the Secretary of the Senate held up the Bible on its crimson cushion; and, while the oath was read, Washing-

returned to the Senate chamber, he resumed his seat in the chair of State.

dom, and pathos.

When silence was restored, he rose and began, in a low, deep, and somewhat tremulous voice, to read the noble inaugural address, so full of dignity, wis-

Advice to Lady Riders.

We strongly advise a lady, if she val-ues or is attached to her horse, to dis-

pense as much as possible with the canter, at all events on hard roads or

pavement. The movement in a canter

its great advantage to the norse, that whereas any one can canter, only a lady pretty well accustomed to riding can trot well. A very slight rise in the stirrup with every alternate step of the horse recomplishes the processors.

surrup with every atternate step of the horse accomplishes the movement; and in either trot or canter, besides sitting straight, the closer the rider sits to her saddle the better. In hunting it is about the saddle the s

solutely necessary to make the saddle almost part of oneself. When it is found difficult to make a

horse change his foot in a canter so as to lead with the right foot, or vice versa,

to lead with the right loot, or vice versa, according to the ordinary riding-school rules of using hand and leg or whip, turn him as it to circle toward that side on which you require the foot to lead; he will then put the desired forefoot forward to go to that side, in order to wear

a horse from his intended signified. If we frave time we gently coax our steed up to examine the object and touch it with his nose, which is certain to reas-

sure him regarding similar objects for

As a horse that requires punishment

As a horse that requires punishment is unsuitable for a lady, she holds the whip butt upward, the lash pointing towards the flank. It is by no means essential that the whip (or right) hand should always hang down by her side; that hand ought always to be available, to assist in managing the reins.

Should it become necessary to change the whip from the right hand, the handle is massed butt upward into the other

the wrip from the right hand, the nan-dle is passed but upward into the other hand, the lash crossing the withers of the animal so that it cannot see the whip, which some of the species are ex-tremely clever at watching, and an in-advertent program of the consignt has

tremely clever at watching, and an inadvertent movement of it causing them
to apprehend correction, a sudden and
very uncontrollable dash forward may
be the consequence.

Spurs should be worn only by very
experienced horsewomen; their misuse
has occasioned most serious accidents.

Some animals there are, very estima-ble in their way, that travel very well in company; but should they be re-

in company; but should they be required to separate and go different ways, either or both will possibly become exceedingly troublesome, rearing, backing or plunging, fighting in every possible manner to get their own way and join their companion.

Of course an animal confirmed in such a habit to a vicious extent, the common result of his being allowed to master his rider, would never suit a lady; but she may expect to encounter self-will of

she may expect to encounter self-will of that kind in a very mild form, and, if a

good horse woman and her steed good-tempered, she will easily manage him;

if nervous, she had better avoid separating from her companion, where this fldgety tendency in her horse is known

the future

NUMBER 46

Witeraru.

All letters on business

dressed to H. G. SMITH & Co.

Inauguration of Washington.

BY JAMES PARTON. The first Congress, under the present Constitution, met in the City of New York on the Fourth of March, 1789. That, at least, was the day appointed for its meeting; but when the hour had arrived, it was found that, out of twentyarrived, it was found that, our present, six Senators, only eight were present, and of a numerous House of Representatives but fourteen members were in their seats. Both Houses adjourned from day to day, and it was not until the sixth of April that a quorum of both Houses that present.

procession was closed by the carriages of the foreign ministers and a train of citizens. When the head of the procession had reached the Hall, it halted, the troops were drawn up on each side of the pavement, and between them Gen. Washington and his attendants walked to the building and ascended to the Senate chamber, where the Vice President advanced to meet him, and con-Houses was present.

The first business in order, after the organization, was the counting of the votes for President and Vice-President, and thus to ascertain who it was whom the people had elected to set the new government in motion. The Constitugovernment in the person who had received the highest number of electoral votes should be the President, and the person who received the next highest number should be the Vice-President. For the first office there was this balcony, there was a table covered with crimson velvet, in the middle of which, upon a cushion of the same material, lay a richly bound Bible. The eyes of a great multitude were fixed upon the balcony at the moment when Washington came into view, accompanied by the Vice President, the Chancellor of the State of New York, and other distinguished official persons. He was dressed in a mannothing that resembled competition. Not only was every electoral vote cast for General Washington, but, so far as is known, he was the choice of every individual voter in every State of the

Union.
When we look over the list of those who received votes for the Vice Presidency, we cannot but be struck with the transitory nature of political fame. Who has ever heard of an American politihas ever heard of an American politi-cian by the name of John Milton? Yet cian by the name of John Milton was a man of sufficient John Milton was a man of sufficient prominence in the United States, in 1789, to receive two electoral votes for the Vice Presidency. One Edward Tel-fair received a vote. Who was Telfair? These two persons are so completely forgotten that their names are not even mentioned in the Biographical Dictionaries. Among the other persons, nearly forgotten, who received votes for this office, we find Benjamin Lin-coln, James Armstrong, Robert H. Harcoin, James Armstong, touch rison, Samuel Huntingdon, and John Rutledge. The candidate elected was John Adams, who received thirty-four votes. John Jay received nine votes and John Hancock four votes, and the rest were scattered among the unknown returns test martinged. names just mentioned.

When the result of the election was proclaimed, a member of the Senate was appointed to go to Mount Vernon and notify Gen. Washington of his election. The long delay which had occurred while a quorum of Congress was as-sembling was regarded by the General as he himself remarked, in the light of a"reprieve." He wrote to his old companion in arms, General Knox:

pation in arms, General Knox:

"My movements to the char of Government will be accompanied by feelings not unlike those of a cripru who is going to the place of his execution, so unwilling am 1, in the evening of a rite mearly consumed in public cares, to quit a peaceful abode for an ocean of difficulties, without that competency of political skill, abilities and inclination which are necessary to manage the helm. I am sensible that I am embarking the voice of the people, and a good maine of my own, on this voyage; but what returns will be made for them, Heaven alone can foretel. Integrity and firmness an foretell. Integrity and firmnes alone can forded! Integrity and trainless are all I can promise. These, be the voyage long or short, shall never forsake me, although I may be deserted by all men; for of the consolations which are to be derived from these, under any circumstances, the world cannot deprive me."

All the letters of Washington written at this period show the unwillingness with which he left his beloved retirement to resume the control of public affairs. It was more than unwilling-ness; it was aversion and dread. He districted his own abilities, nor was he satisfied with every part of the new Constitution. Twodays, however, after the messenger reached him with the the messenger reacted him we began his journey to the seat of government. That journey was a triumphal progress. He had scarcely gone beyond the boundaries of his own estate when he was met by a company of horsement from the vacuum who escorted him to that ancient town, where a public ban-quet nad been provided for him. Most quet nad been provided for him. Most of the faces surrounding the table on this occasion were those of old friends and neighbors, and Washington was deeply moved by this affectionate tribute. As he proceeded northward, people came out into the high ways to see him pass, and there was no town or village upon the route but appointed its deputation to welcome and escort him Battimore, both on his arrival and dede, and gave him a salute of artillery. Chester detained him at a public break-fast, and he passed through Philadelphia under triumphal arches and hailed by cheers of the people. Trenton, where twelve years belore, he had won the first victory of the Revolution—gave him a reception which made an ineffaceable impression upon his mind. The mothers of the city here gathered at the bridge over the Delaware, and as he had pass ed under a triumphal arch erected upon the bridge, thirteen young girls, clad in white dresses, and adorned with garlands, scattered flowers in his path, singing, as they did so, an ode in his honor.
At Elizabethtown, where a committee of both Houses of Congress, and the Mayor and Corporation of New York, were in waiting to receive him, he was conducted on board of a magnificent conducted on board of a magnificent barge constructed for the purpose.— Thirteen New York pilots, in white uniform, manned and rowed this ves-sel. A fleet of other boats and barges, decorated with streamers and ribbons followed the stately craft that bore the President-elect; and as the beautiful procession glided through the narrow strait between New Jersey and Staten

Island, other boats, gay with flags and streamers, tell into line; until, emerging into the broad harbor, the whole fleet swept up to the city, while bands of music and patriotic songs were heard on every side. Every ship in the bay was dressed as on festive occasions, and saluted the General's barge as it passed As the President-elect drew near the landing place, there was a ringing of bells, a roar of artillery, and a shouting from the assembled multitude, such as had never before been heard in America. The Governor of the State received him The Governor of the state received in upon the wharf, and there too was General Knox and other soldiers of the Revolution. A carriage stood ready to convey him to the residence prepared for him, and a carpet had been spread from the carriage door to the boat. As he intimated a preference to walk a heart that was formed which increased ne intimated a preference to walk, a procession was formed, which increased as the procession of boats had done upon the water. Every house by which he passed was decorated with flags and banners, and bore some kind of emblem or sentence containing a compliment to himself. To the ladies who filled the windows, who waved their handker chiefs and who shed flowers and tears before him, he took off his hat and

bowed politely.
This ovation, as we can perceive in Washington's diary, was rather sadden-ing than cheering to him. He wrote in his diary that evening:

in his diary that evening:

"The display of boats which attended and joined us on this occasion, some with vocal and some with instrumental music on board; the decorations of the ships, the rour of cannon and the loud archamations of the people which rent the skies as I-passed along the wharves, illied my mind with sensations as painful (considering the reverse of this scene which may be the case after all my labors to do good) as they are pleasing."

pleasing."

There was still some delay. The question arose in Congress by what title the President should be addressed.—
Some proposed 'His Excellency;' others, 'His Highness." One party wished him to be addressed as "His Highness, the President of the United States of America and Protector of their Liber-who wish to commence riding, and There was still some delay. The question arose in Congress by what title the President should be addressed.—
Some proposed 'His Excellency;' others, "His Highness," others, "His Serene Highness." One party wished him to be addressed as "His Highness, the President of the United States of America and Protector of their Liberties." It was, however, wisely concluded, however, after many days' debate, that he should have no title except the simple name of his office, "President of the United States."

It was on the 30th of April that the ceremony of the inauguration at length took place. At nine o'clock in the morning religious services were performed in all the churches of the city.

Bocal Intelligence.

Teachers' Institute.

Tuesday Afternoon.—Institute convened at the usual hour, and, after music by the class, Mrs. P. E. Gibbons briefly addressed u Mrs. P. E. Gibbons briefly addressed us upon the subject of the necessity for perfect religious freedom in our schools. The reading of the Scriptures in our schools, she thought, by virtually excluding a large portion of children (Roman Catholics) from the benefits of the system, unfortunately gave their priesthood a powerful argument in favor of sectarian schools of their own, thereby confirming and perpetuating their bigotry, and giving the children no opportunity of contact with other ideas, which they would enjoy in the common schools if open to them. There was always a tendency to enforce too strongly the theological open to them. There was always a tendency to enforce too strongly the theological op-nions most predominant; and some disputed doctrines have been preached before this Institute. She closed with Jefferson's grand denunciation of "every form of tyranny over the minds of men."

Dr. Keneagy then followed in a lecture on "Physiology." He, like others who had addressed us, thought he had the most important topic—lying, as it does, at the foundation of all. In all vitalized organic bodies there is a tendency to disintegration; the means of preventing which is the supply of the constant waste of material caused by every act and thought; the desire of the

means of preventing winds is the suppry the constant waste of material caused by every act and thought; the desire of the system for material to replenishitself being expressed by hunger and thirst. The kind of material we arrive at by analyzing the composition of the body, and having discovered the necessary elements, they must be furnished in such a single that they can be appropriated. The argument that be cause our first parents lived solely upon the products of the earth without preparation, products of the earth without preparation, therefore we should also eat our food in the same manner, is about as reasonable as that we should also return to their style of dress. Nevertheless much of our food is injured in the preparation, and a lecture by Prof. Blot would no doubt be of great benefit here. The statement that bread contains alcohol is a mistake; the formentation which takes place is the saccharine (converting the starch into sugar) and not the vinous, which is necessary to produce alcohol. The quantity of food necessary for any individual cannot be prescribed, and he must be governed by the dictates of his own stomach in that particular. The food should be thoroughly subjected to the action of the saliva during mastication. With regard to the wasting of saliva occasioned by the use of tobacco, the lecturer said that those who needed depletion in that direction, might so well arrive at the result by the use of tobaccs as in any other way; those to whom it was not necessary, were better without it, as it would damage the system. The Doctor quickly sketched the process of digestion, and closed, announcing his next subject "Circulation of the Blood." roducts of the earth without preparation herefore we should also eat our food i

and closed, announcing his next subject "Circulation of the Blood."

Prof. Haldeman, on "Natural Science," said that the study of Natural Science," said that the study of Natural Science teaches definiteness of idea and expression. With the aid of drawings on the blackboard, he showed the infinite care necessary to draw the minute distinctions between animals apparently similar; honce in natural science every result must be reached by careful study, and there can be no jumping at conclusions. Particular attention was given to the lobster, *corpion, etc., and a reference to the bivalves, under which head Comstock received the benefit and, while the oath was read, Washington laid his hand upon the open book. When the reading was finished, he said, with great solemnity of manner:

"I swear; so help me God!"

After which, he bowed and kissed the book. The Chancellor, then, waving his hand toward the people, cried out:

"Long live George Washington, President of the United States!"

The preconcerted signal was then given, and, at once, all the bells in the town rang a triumphal peal; the cannons were fired; and the people gave cheer upon cheer. The President now bowed once more to the multitude, and returned to the Senate chamber, where which head Comstock received the benefit of a sharp criticism from the Professor.—Asking the question, "what is an oyster like?" some member of the Institute responded "like an oyster," which Prof. It instantly denied, saying that likeness implied comparison. The rapidity and readiness with which he hundles his stores of information upon all subjects is something almost marvellous. At the close of the lecture, by request, he delivered a comic story, which was enthusiastically applauded. "Training the Perceptive Faculties" was Prof. Brooks' subject. After alluding to the theories of the non-existence of an exwhich head Comstock received the benef

Prof. Brooks' subject. After alluding to the theories of the non-existence of an external world, he referred to the different senses and their relation to each other, and urged the importance of their cultivation, that we may become familiar with facts by actual observation and experiment, for while science rises above fact, fact underlies science. Facts are not only valuable as the busis of science, but for the inherent in not allowing an equal division of the weight on the four legs, as in the case busis of science, but for the innerestation busis of science, but for the ricket, for instance, has no voice; nor the Katydid [inference to which he said that the female reference to which he said that the female reference made no noise—a contract the second to the said that the second to the se weight on the four legs, as in the case with the trot and walk, shakes his four legs and is sure to break him down much sooner than would otherwise be the case. This fact is exemplified in the spectacle usually presented by ladies' hacks at watering places, which being almost invariably canterers, generally "stand over" on their legs and are termed shaky or groggy.

Trotting, which might not be quite so elegant or graceful in a pearance for ladies, has this to recommend it, besides its great advantage to the horse, that whereas any one can canter, only a lady

terest they possess. The cricket, for the stance, has no voice; nor the Katydid [in reference to which he said that the female of this class for once made no noise—a condition of things which does not extend to the higher animals]; among the ants, the pale-faced tribes make war upon the black ones, and invariably conquer and enslave them; the habits of the bees are also full of interest [and in this case the males are the drones]. The cultivation of the perceptive is too much neglected; we read books too much and nature too little. Our farmers are better observers than our educated men—the Indian and the Southern negro are still better. This should not be the case.

Prof. Bailey then took the floor, and began by giving the audience a pretty sharp cut on the subject of relishing foolish stories better than the splendid learning of the gentleman on his right (Prof. H., He did not propose to entertain them in that way, though he could do that some; those who come simply to be amused are not the friends of education, and God forgive them if they had children who could not read decently. He would compliment them by giving the best he had, and knew they would listen. Elocution is a fine art.—Raphael did not excel in that his idea was boyond that of others, but his expression was far above them; Hogarth expressed low ideas—Dickens describes low characters; but it is high art on low-characters; but it is high art on low-characters.—The simplest reading lesson, well done, accomplishes all that any of them have done—the expression of the idea. There is no thought without contrast and comparison, and these must enter into the expression. We must study things by contrast. It is absurd that omphasis, etc., must only be taught in the higher books to the higher cla

ward to go to that side, in order to prop himself in turning.
It is well to habituate oneself to watching the ears of one's nag; they are the indicators of his will or intended little When ashy is contemplated, how they When a shy is contemplated, how they will point forward? When a plunge or kick is meditated, back they go, lying nearly flat on the head. When all is serene, what a pretty congenial little play will be observed in those organs, gently moved back and forward! Where a shy seems to be purposed we had better sit closer, and, taking a tighter hold of the rein on the reverse side from the object to be shied at, pull the head away from that object, and working the bit a the value of a correct expression shown, as well as the variety of expression obtained by varying the emphasis on the same sentence.] We must learn to draw sharp distinctions, to get at correct expression. This is difficult of course, because it requires thought, and there is just the trouble—we do too hitto thinking. The lecture was closed by the Professor reading "The Leap for Life" in which he gave satisfactory evidence of his powers as an elecutionist; his voice, though not so powerful as Professor Kidd's is better cultivated and more musical. As a teacher he seems also to be excellent.

Institute adjourned to 7 P. M.
Tucaday Eurang.—Institute was opened object to be silled at, part the left a little in the mouth, we get quietly past. Sometimes the slightest possible touch of the whip on the side at which the alarming object is placed will distract a horse from his intended shy, the rein interstitution and a player described. If

Institute adjourned to P. M.
Tracsday Evening.—Institute was opened
with music by the class—several pieces, of
which, "Ring the Bell, Watchman," was
rendered with most life and spirit, and consequently with best effect. It was followed
by an

sequently with best effect. It was followed by an

Essay—Subject, "The Teacher as an Artist," by Mr. If. G. Rush. He started by saying that he should not use the name of artist in its ordinary sense, however desirable a knowledge of drawing and painting may be to the teacher: but should prove that the art of the teacher might stand proudly beside that of Raphael or Phidias. The teacher paints not the forms of heroes but their virtues; not upon perishable canvas, but on the unsullied sheets of youthful and plastic mind; that the teacher, as an architect may build a nobler edifice than the storied piles of ancient and modern tory. He then considered the difference in the rewards of this, as compared with the other arts. The works of Raphael must perish in final chaos, while that of the true teacher will adorn the Eternal City. It is the duty of the teacher to educate physically and morally, and were his efforts in both directions properly sustained, some of the learned professions would take their proper places, as simply special departments of education. The minister finds his work in reclaiming that which has been injured in the hands of unskilfal teachers. The only reason he could assign for the unpopuarity of the profession was the universal antipathy to all that is good. The reader had a fine, full voice, but was somewhat monotonous.

Prof. Brooks, on "The History of Popu

monotonous.
Prof. Brooks, on "The History of Popu Prof. Brooks, on "The History of Popular Education—its Importance, Prospects and Character," followed. Its importance, he said, was no longer debateable ground. It alone can lift the man above the brute, irom the person into the individual. Social corruption is partly a result of popular ignorance. The only basis upon which this Republic can securely rest is universal. Christian intelligence. An educated people alone can rear the temple of Freedom, beauteous and immortal. We have been accustomed to boast of our free institutions, we should rather boast of our free schools. Education should be universal, practical and complete. We have three great equations

world—more capacity for endurance; especially is this to be considered in its influence cially is this to be considered in its influence upon spiritual development. The intellect must be educated also—the perceptions, the imagination, must be cultivated. But the perfection of man's nature is in the moral A philosopher is higher than a gymnast, a Christian than a philosopher. We need a higher morality—a purer religion; and ours is the work, in a great measure, to cultivate it. Free education has reached its present status through measure, to cultivate it. Free education has reached its present status through severe struggles; the ignorant, the miser, the devil, and in some cases the church, opposed it; still the good work goes on, and the spirit of progress now manifesting itself is full of promise for the future. The speaker here drew a strong comparison between the old and the modern school-house—not much to the advantage of the former; and, in the form of a dream, gave us an idea of what it might be in the future. He believed that the dreams of Progress, like those of nations, came true [a reference to believed that the dreams of riggess, he those of nations, came true [a reference to emancipation in this connection was greet-ed with loud applause]. Let the American people build up their temple of liberty upon the broad and enduring basis of universal

pepular education.
After music, Prof. Haldeman delivered a lecture upon 'Etymology.' Natural Science can be applied to etymology. The glottis is strictly a musical instrument. The Professor warm into a result in the professor warm into a result in the professor warm into a result in the professor warm in th fessor went into a most interesting analysis of words, and proved himself entirely at home upon this, as upon every other subject that he has taken up. Going back to the roots in Latin, Greek, Sanscrit, and even Chippeway, and equally familiar, apparently with all, his lecture retained the interest of the audience better than almost any other part of the exercises. He attacked and demolished the med libitors with a popular or and the control this roughly apprecially as applied vent into a most interesting analysis the word "literally"—especially as applied to translation (which was absolutely imposto translation (which was absolutely impos-sible) and also as used by newspaper cor-respondents, and even in school books. He quoted the Philadelphia Press and other papers on this, and said we were a great people literally speaking. The Professor seems to have a peculiar distaste for Wil-son's readers, losing no opportunity of giving them the benefit of his caustic criticism. He concluded with a selection from Pennsyl-vania German which "brought down the house."

The President announced the programme for to morrow, after which Institute adjourned.

opened with prayer by Mr. Win. Kessler.
Mr. W. C. Shuman then lectured on the "Methods of Teaching the Alphabet," be gan by reprobating the lectured on the confidence of the sing the lecture of the confidence of the sing the lecture. But mark upon their subsequent progress. Distinct articulation is likewise important. In selecting short words to spell he advised the choice of those which express an idea which the pupil can comprehend, instancing "buy." He thought that the teaching of articulation, pronunciation, emphasis and accent should begin at the outset. It is often expedient to use the stimulus of reward with beginners, Quite a lively discussion sprung up among a stimulus of reward with beginners. Quite a lively discussion sprung up among a number oftenchers respecting the syllableation of words. Prof. Haldeman objecting to the practice of requiring syllables to be pronounced which do not really exist in the word as pronounced, with whom the lecturer surred on that point. This discussion made the lecture very interesting, and the bell rang too soon. the bell rang too soon.

Prof. Montgomery followed, on "Pen-

Prof. Montgonery followed, on Fremmanship," beginning with the straight line (oblique at an angle of fifty degrees) and the oval, which hedivided into the elements from which all the letters are combined, as from which all the letters are combined, as he proceeded to show. Accurate knowledge and correct execution can be obtained in no other way than by becoming familiar with the elements, and the manner of their combination. The object in teaching should be to have what is done, done well; to have one form perfectly acquired before going on to another; so that having it once right, it may be right always. Some of his classes had been six weeks on the letter u, and it was time well spent, and would save time in the end, as each succeeding form will be was time well spent, and would save time in the end, as each succeeding form will be more quickly acquired if a correct start is made. No report of the details of these lectures would be intelligible, as we cannot give the forms themselves, nor properly describe them. Prof. M., however has made himself a reputation on this branch which is a guarantee for the character of his lectures.

ention. Having arrived at the proper por-tions of the sentence to be emphasized, the amount of force is the next consideration. amount of force is the next consideration, which must be determined by the relative importance of the several subjects. He also showed the absurdity of rules governing the inflection of the voice by the structure of the sentence showing that it does and must be varied even with the same structure. The only safe rule is to think; to understand and feel the sentiment of the words; to have the spirit and the sense, and govern the voice accordingly. He gave as an example a recitation of "The Bells," Poe's beautiful poem, his rendering of which confirms our previously expressed opinion of him as an elocutionist. of him as an elocutionist.

Adjourned to 2 o'clock.

Wednesday Afternoon.—Institute opened at 2 o'clock, and Dr. Keneagy proceeded to lecture upon "Physiology," his remarks being directed toward the process of digestion, following the food through the pro-Adjourned to 2 o'clock. being directed toward the process of digestion, following the food through the processes of the stomach and intestines, and the selection of the chyle from the refuse; then it is poured into the venous system, and thence through the right auricle and ventricle of the heart to the lungs, where its color and character is changed, and back again through the left auricle and ventricle and out via the aorta, or main artery, to be distributed over the body to supply the wants of every part of the system.

Prof. Brooks continued his lecture of yesterday upon the "Perceptive Faculty." To observe well we must observe minutely—we should use our eyes more than we do. He would have an observation class in school, to recite every day, to collect and recite new facts. His special subject to-day was the cultivation of the memory. We lose time and money for want of this. How shall we train the memory and develop its two great powers—retaining and re-cailing facts. The primary laws of memory are those of resemblance, contrast, contiguity of time and place, cause and effect. The secondary laws are these: cleanliness of conception, confunity of attention, frequency of repetition, depth of feeling—the things felt most we remember longest and most distinctly. He alluded to the system of memories, or artificial memory, and said that he believed more in natural laws. He instanced also special artifices for assisting the memory.

Prof. Haldeman lectured on "Acoustics"

Prof. Haldeman lectured on "Acoustics"

Prof. Haldeman lectured on "Acoustics" the nature and manner of producing sounds, illustrating it by several surprising performances upon several musical instruments, and during the recess which followed, gave an additional illustration, by playing "Home, Sweet Home" upon the flute with one hand and an accompaniment on the organ with the other; when a suggestion was made to appoint a committee for the purpose of ascertaining what the Professor could not do, to which he replied that becould not suppress Wilson's readers. gestion was made to appoint a committee for the purpose of ascertaining what the Professor could not do, to which he replied that he could not suppress Wilson's readers. Miss Leonard then read an Essay on "History and the Methods of Teaching it." From the great plane of history here and there starts up a majestic peak. In the history of every nation are prominent events, from which branch out successions of other events controlling and modelling the whole. To explore the details on every path would be impossible; but these leading events and their relations and consequences may readily be taught. To an American, first of all should be the history of his country, without a knowledge of which he is unfit for his duties as a citizen. The teacher should himself be familiar with historic facts and with their philosophy as far as may be; but above all must recognize the God of History in His Providence and protecting care.

During the reading Superintendent Wickprotecting care. During the reading Superintendent Wick-ersham entered the Hall and was received

We then had some music, and Professo with applause. We then had some music, and Professor Bailey took the floor, and began by giving further principles with regard to the rising slide. This morning hesaid that the points positive in spirit, whether in form or not; he now stated that when the idea is direct, he now stated that when the idea is direct, the expression is direct also, and you have a straight slide; but for sarcasm, irony, mockery, double meaning, or jest, the expression must be varied by a crooked slide. In every new department of elocution, we must classify anew the ideas; and again we go back to the rule of suiting the sound to the sense. Abrupt sounds represent abrupt ideas, and so all through. He said he often wished that there were no readers—the pieces were mauled over so often. Children should not have moral precepts, but stories should not have moral precepts, but stories The slides and the stress mean more than any words. Good and beautiful ideas de-mand smooth slides; the reverse demand something more abrupt and harsh. He closed by reciting "Lochinvar."

Adjourned to 7 o'clock.

Wednesday Evening.-Institute met at P. M.
Mr. A. O. Newpher moved to reconsider the vote of Monday morning fixing the manner of voting for the Committee on Permanent Certificates which was agreed to and the election ordered to take place in the Hall. Superintendent Evans appointed as tellers, Danlel Marple, A. W. Shuman and—Shaeffor. It was moved to re-open nominations of candidates for Committee on Permanent Certificates, which was agreed to, and the following nominations were made: John

M. Peoples, Benj. Ruth and John Moore. Mr. Riddle withdrew his name. The first address of the evening was then delivered by Rev. Dr. E. V. Gerhart, on Superintendent Evans introduced Lieut The nature of the faculty may be inferred from the derivation of the word—the faculty from the derivation of the word—the faculty of making images, and realizing them in an outward and visible form. The imagination mediates between sense and reason, between sensation and thought, the bighest form of generalization; it is the power which calls up the images it has received at will or without will. The perfect type is never found in an individual impression, but this faculty sees and apprehends it; fter music by the class,

but this faculty sees and apprehends it; and the expression of the image thus form-ed is Art. Art is two fold—the mechanic, or useful, and the fine, or non-useful. Art or useful, and the fine, or non-useful. Art is the effect of the inherent tendency of man to actualize his own thoughts—to fix and give them permanent, outward and visible form. In the mechanic arts, every tool or machine is a means to an end beyond itself, not an end in itself.—The fine arts, however, are valued, not as a means to an end, but for what they are in themselves. Works of fine art are the highest product of the imagination, beare in themselves. Works of fine art are the highest product of the imagination, because it realizes the idea perfectly in a visible form, which form becomes the bearer of the idea. The highest results of the fine arts are, happily, the most easily accessible. The three forms in which the upper world is manifested to us—the good, the true, the beautiful; and the beautiful finds its expression in the sphere of the good and the true and not of the evil and the false; and while it has not the useful for an end, and while it has not the useful for an end, it yet produces the best effects upon the mind and the life.

Mr. I. S. Geist withdrew his name from nomination for the Committee on Certification.

Mr. I. S. Geist withdrew his name from nomination for the Committee on Certificates.

State Superintendent Wickersham delivered a lecture on "Universal Education Necessary in the American Republic" Education is power; the representatives of an educated people have won in all the great struggles of the world. He here instanced the triumph of the United States over Mexico, and that of Prussia over Austria; ultimately the schools of Prussia would republicanize Germany. Inventious are the product of education, and he believed that the Creator designed man to make the elements do his work by the power of a cultivated intellect. He passed to cur duties as citizens; it was necessary that our people should be educated to understand our compilicated form of government, and vote or fill an office intelligently. Our country is suffering in every department from the want of intelligence; here in Pennsylvania School Directors have sent reports to the Department signed with a mark! I tshould be required of men to vote intelligently, and not like animals. We want universal suffrage and universal intelligence, the latter being paramount. Education alone can preserve our Republic. He here closed, to resume the subject on another occasion.

After music, Hon, Thos, H. Burrows was introduced and di treased the Institute. He to resume the subject on another occasion After music, Hon, Thos. H. Burrows wa introduced and ad tressed the Institute. H introduced and ad ressed the institute. The argued with the State Superintendent, that universal education is an essential to our political safety. He strongly combatted the well known line that "a little learning is a dangerous thing." He thought if learning be good as is acknowledged by all, even slittle thoroughly acquired, must be a good thing if it be soundly learned. Learning should be broad and comprehensive, not shallow and contracted as in the fool or the pedant. He went back to the derivation of the word education, and gave his idea as to what it should be. If he were a teacher, he would teach observation and description of objects; then he would render into familiar language all abstract and infamiliar terms; he would teach definition, not by committing the meanings of words to memory, but by educating the mind up to the comprehension of the thing itself. Education does not mean the drawing but from the mind of some thing there existing, but such training of the mind as will fit him for the acquisition argued with the State Superintendent, that

the mind as will fit him for the acquisition the inind as will fit him for the acquisition of knowledge.

The programme for to-morrow was announced and Institute adjourned. Gen. Frazer, President of the Agricultural College, and Rev. W. V. Gotwald will deliver the two first addresses to-morrow evening. Thursday Morning.—Institute met and proceeded at once to ballot for the Committee on Permanent Certificates, which continued until 9½ o'clock, when the tellers retired to make their count, and the exercises proceeded in the interim.

continued until 9 o'clock, when the tellers retired to make their count, and the exercises proceeded in the interim.

Mr. Marpie opened with prayer, after which an essay was read by Mr. W. L. Balentine. Subject—"Text Books." The advantage of uniformity of text-books will be admitted by every person of common sense. Too much pains cannot be taken in choosing the matter and the language. The text-book should be logical in construction—leading the pupil from the simple to the complex. It should avoid the florid style. The necessity of text books is evident. He thought it would not be policy for the county to estubilish a series of text-books, and that each district should act for itself. It would be better for the pupil to commit the whole of the lesson verbatin, if it could be done understandingly; but to guard against parrot-like recitation, we must have them use their own language. A change of text-books tends to confuse the child, and should be avoided. He condemned the practice of making the child's brain a store-house of facts. The text-book once chosen should be adhered to until the pupil has mastered it. But the text-book is only a guide; we should not accept ideus because they are in books—the men who govern are not men of books, bookworms, but men of principles. The physician or lawyer who needs to go back to the text-book for every trifle, will never obtain much practice; nor will a teacher who uses a text-book in the same manner over inspire the confidence of the public.

Prof. Montgomery proceeded to lecture upon "Penmanship," giving further instruction in the principles and their combinations, and offering a silver medal to the pupil who shall make the most improvement by this time next year, to be de cr-

struction in the principles and their combinations, and offering a silver modal to the pupil who shall make the most improvement by this time next year, to be decrimined by specimens presented to a committee of the next Institute.

Mr. B. D. Danner lectured upon the subject of "Exciting Interest among the Pupils." He thought the best method was to study how to excite the curlosity of the pupil, to win their affections, and especially and above all to have the heart of the teacher in his work, to take part in the children's sport and fun, and in everything in which their tancy is interested. The teacher must have a hopeful spirit—look on the bright and not the gloomy side of his prospects.

After music, Prof. Bailey proceeded to lecture on 'Elocution.' Variety on the unemphatic syllables is necessary, as well as force of emphasis. No consecutive syllables should be pronounced on the same level. The law of variety which is universal in nature, and without which nature would be dull and monotonous, extends also into elocution. He proceeded to llustrate, both by the voice and upon the blackboard, the use of the rising and falling sildes, and showed how perfect continuity could be preserved throughout. The same vocal law underlies music and elocution. He then read the "Skylark" in his cloquent style; which closed the lecture.

On motion, an Auditing Committee was appointed, as follows: Messrs. B. F. Hill and J. N. Barr, and Miss Mary E. Watson The result of the election was announced as follows, the result of the belief to me.

The result of the election was announced as follows, the result of the ballot for comas follows, the result of the ballot for committee on Permanent Certificates: Newpher 243, Guthrie 183, Pierce 168, W. C. Shuman 152, Danner 118, Peoples 109, Miss Lyle 80, Miss Andrews 33, Miss Musser 36, Miss Thompson 45, Miss Hohnes 58, Miss Brubaker 48, Gates 20, Moore 18, Ruth 28, Marple 17, Geist 18, Riddle 15. Messrs. Newpher, Guthrie, Pierce, Shuman and Danner were announced as the committee.

Institute adjourned to 2 P. M. Institute adjourned to 2 P. M.

Thursday Afternoon.—Institute met and was opened with music by the class.

Dr. Keneagy proceeded to deliver another lecture on "Physiology." The proportion of blood in the system is one-fifth of the weight of the man, and this passes through the heart once in every four minutes; if the man's weight is 150 pounds, seven pounds of blood will be poured through the heart every minute. He then passed to the description of the lungs and the operations of respiration. At each inspiration about 40 inches of cubic air are taken into the lungs, about one-eighth of their capacity, and about twenty inspirations in every minute; one-fifth of this air is oxygen, all of which is not consumed; this is to guard against the danger which would arise in an impure atmosphere.

Prof. C. H. Harding of the Normal school.

the danger which would arise in an impure atmosphere.

Prof. C. H. Harding, of the Normal school, lectured on "The Teacher's Method of Studying Arithmetic." We learn more of this science while teaching it than before we commence teaching. Many thus pick up their knowledge of it here and there, and become very expert without reducing the study to a system; how much more could they have done if they had built up their knowledge upon a plan or system. He proceeded to give one plan for this purpose, illustrating on the blackboard. Every teacher should have such thorough knowledge of the subjects he teaches that if every text-book on the subject was destroyed, he could produce a good one himsoff.

Professor Haldeman took up a reference made to Agassiz describing a fish from one of its scales, and from that text gave us a talk upon the orders of fishes. He then read an article from one of the Readers, and talk upon the orders of fishes. He ther read an article from one of the Readers, and in commenting upon it, gave a description of the uses and combination of lenses in optical instruments. He did not spare the absurdities and inaccuracies of the book from which he read.

Superintendent Evans introduced Lieut.
A. C. Reinoehl, who made an appeal to the teachers, on behalf of the ladies of the Monumental Association. He stated that a prize would be given the largest contribution in money to the treasurer of the fund in proportion to the size of the school—the premium to consist of two fine silk banners and a national shield.

A recess of ten minutes was taken, and,

Gen. Frazer, of the Agricultural College addressed the Institute. He had been addressed the Institute. He had been teacher before he graduated and ever since, and it was the profession of his choice. He did not believe in serving an apprenticeship to two or three professions; and had therefore determined to be a respectable teacher rather than the "rolling stone which gathers no moss," With the State Superntendent he believed the common schools ntendent he believed the common schools were the safety of our institutions. He proposed to speak upon the subject of "Water in the Economy of Nature." Nature is the first text book from which to Nature is the first text book from which to teach the child; the study of physical nature is the mother of all science. Without water, there would be no plants—without plants, no animals. It is all-important to organic nature. Water is the most universal solvent of all liquids. It is constantly giving off vapor at all temperatures. If animals did not in some way give back the water they absorb, they would drink the whole earth dead. The very "instability" of water is the very condition of the stability of the order of nature. Adding salt to water prevents too very condition of the stability of the order of nature. Adding salt to water prevents too free evaporation; also it increases the capacity of water for receiving heat. Thus the heat stored away at the equator is carried toward the higher latitudes, and gives out this heat to alleviate the cold in the frozen regions. All historic life is water-life; every historic nation, so to speak, has been a water nation. When water flows, not only do we that a green strip of verdure, but water nation. When water flows, not only do we find a green strip of verdure, but a living stream of human life running along with it. There has never been a great nation that did not enjoy abundantly all the facilities imparted by water. Heroism may be divided into land heroism and water-heroism. Lite on the ocean will teach a man self dependence. In conclusion, he urged the teachers to have their pupils observe and describe nature.

the teachers to have their pupils observe and describe nature.

Institute adjourned to 7 o'clock.

Thursday Evening.—Institute met and was opened with music. The hall was crowded, all the seats being filled, and many being content with standing room.

Rev. W. V. Gowald proceeded to address the Institute upon the subject.—"The Contrast between the living Present and the dead Past." Compared with the ages that have gone before it and perhaps to come after it, our age is but a brief moment; and yet its opportunities may be so used as to after it, our age is but a brief moment; and
yet its opportunities may be so used as to
make it mould the ages yet to come. Time
should be by heart-throbs, not by minutes;
and in this view men may live really longor
now than ever before. In the present there
is union and concentration of purpose; in
the past, only disunion and distraction. The
connection between individuals in the past
was but slight and limited to small num
bers, owing to limited facilities of communication: to-day men clasp hands from all
quarters of the globe,—time and space are quarters of the globe,—time and space are almost annihilated by steam and lightning While in the past many a thought bearing the impress of truth was lost in the dark the impress of truth was lost in the dark-ness surrounding it, to-day it is heard, and read and felt by millions. It is a glorious privilege to live, and think, and write, and teach in this age; for if what we say, or write, or teach, be worth anything, the wise and good of all ages will be our willing au-ditors. In no age of the world have men appreciated the value of co-operative labor as to-day. Our age can accomplish more as to day. Our age can accomplish mor than any preceding age. In no age could the vast means have been called forth to crush an injunitous rebellion as in this nation within the four years of the late war; for men never understood or practiced the for men never understood or practiced the great principle of union of action. The effectiveness of the church in the present, as compared with its non-effectiveness in the past, is another result of the same principle; while then the denominations warred against each other, to day they co-operate in extending the domain of Christianity. Never in the past could such an array of Never in the past could such an array earnest men and women, in the great caus of education, have been gathered together and the highest compliment you have paid yourselves this week, has been your dis missal of a spoiled Yankee! Never tol-erate a man who is irreverent to God. missal of a spatied ranker: Never to God. The teachers are the unordained priests of God, only second to the minister. The great question before the Christian era was Who and What is God? This was the whole end and aim of Grecian and Roman philosophy. But it was vain; for human wisdom can never

was vain; for human wisdom can never find out God. Yet God was known, having revealed himself to his chosen people. After the advent of Christ, the world studied for the advent of Christ, the world studied for four hundred years to discover his relation. This question was settled and enunciated by the Council of Nice. Next came the question, What is Man? This question too has been decided by the Christian Church—their decision being that man is deprayed in himself and free to evil alone; and by Christ alone is truly liberated. Next came the question of man's relation to God. to the question of man's relation to God, t answer which Luther was sent, and we

answer which Luther was sent, and well was it answered. The divine right of Kings has also been overthrown here, and the declaration has gone forth that all men are born free and equal. The question which to day underlies all others, and is upheaving society, is whether man is man—regardless of race or color.

Everywhere the struggle is going on. Russia, Austria, Italy, and poor Ireland, though suffering temporary defeat, is proparing for the grand blow which shall give her freedom. Here in America, through blood and teurs, we have struggled up to her freedom. Hero in America, through blood and tears, we have struggled up to the knowledge that man is man. But few years ago, four millions of men, women and children, were bought, and sold, and beaten, and prostituted, and given no rights—to day, thank God, they are free. This is not a partisan, but a great national question, and I have a right to discuss it. To day in the District of Columbia, where once was a slave-pen, rebels are disfranchised and loyal colored men enfranchised—one of them may be elected Mayor, and in his official capacity be compelled to rido in the of thou may be elected Mayor, and in his official capacity be compelled to ride in the same carriage with his Acadency—a companionship rather humiliating to the sable official. I would not have you teach partisan politics in your schools, but you should inculcate the Gospel of Christ, and the principles of and obedience to right government; and we will all raily roundour Common School system, live by it and die by it, till it achieves its final victory, and all nations hail the happy jubilee.

The County Superintendent announced a nations hail the happy jubilee.

The County Superintendent announced a concert for to morrow evening—an opera in the chorus of which a hundred children would take part; the elocutionary entertainment expected, by some fortune or misfortune, we have been disappointed in; but we will endeavor to give a good entertainment.

tainment.
General Frazer was introduced, and betainment.
General Frazer was introduced, and began his address by saying that, in these days, the "schoolmaster was abroad," and he was glad of it, for he had learned something that he could not at home. He proposed to say a word in behalf of a mute class of society—on behalf of the education of the farmer. For some time civilization has driven him into the background, and they who live in palaces in the city are apt to forget that they depend upon the farmer for their food, and never think of him except when they go to grass for a few weeks in the summer, and go into ecstacles over the twinkling bells of the distant folds. The objection to the present system of education is, that it has no direct reference to the wants of life—that it does not fit the

ucation is, that it has no direct reference to the wants of life—that it does not fit they puril for active effort or earnest work. We want to have taught the nature of soils, plants and animals, and the relations which exist between them; hours may be spent to the very best advantage in giving the pupil some idea of zoology, botany or geology—not those of the books, but that which lies around the school house and needs only the cultivation school-house and needs only the cultivation of their powers of observation to be read. It is God's book, and it is strange, and shameful too, that we give so much more attention to the books written by man than to the one written by God himself. Science is the handmaid of religion—God speaks in every relation he has established between one of his works and another. The knowledge first gained by different invasions into the same branch, collected, compared and classified, and put into concrete form, as in the books, is in the most difficult for the child. He must work up to definitions; begin by exciting chool house and needs only the cultivation

into concrete form, as in the books, is in the most difficult for the child. He must work up to definitions; begin by exciting and satisfying his curiosity, and building his knowledge upon the basis of observation. Much of our land has been almost ruined by ignorant attempts at cultivation, and many of those who did the work have left their impoverished farms and gone westward to repeat the operation on virgin soil. We want to prevent this; we want farmers to learn and know how to raise the best articles in greatest quantity, from the smallest portion of ground possible; and he who aids in bringing about this result is doing work for humanity and for God. After giving the result of the improvements in medical treatment and preparation of food upon the rate of mortality in England which has decreased from 1 in 22 to 1 in 44 and in the best part of England to 1 in 66, he said that many physicians believed it might be brought down to 1 in 80—quadrupling the amount of work and usefulness in the world. In the old countries they are confined—there is "a lion in the way"—but to us time way is open, and we can and will do things that will as tonish the world.

He closed with a sketch of the plan, and tonish the world. He closed with a sketch of the plan, and

proposed action of the Agricultural College; and said that, while many held back, there were a few who were bidding them go on and God speed; and these were the true type of the American farmer.

After music, the Institute adjourned. Friday Morning.—Institute was opened with prayer by Mr. H. F. Pierce.
Superintendent Evans informed the teach-

Superintendent Evans informed the teachers that they could procure sets of mottoes (a committee to get up which was appointed last year) by calling upon Mr. McCaskey Mr. Riddle presented the subject of the "Method of Teaching Grammar." He arged uniformity in parsing—giving forms on the blackboard. Pupils n learn to parse by vote—parrot-like, and not be able to assign any reason for any point. He would have them know why point. He would have them know why everything is done, and let them take no step without giving the reason. Quite a lively discussion sprung up respecting transitive and intransitive verbs, which filled up the balance of the alloted time.

Mr. Whitall spoke a few minutes upon the subject of "Astronomy"—exhibiting a plain sphere, seeming to be very warmly plain sphere, seeming to be very warmly interested in the subject, and referring to the astronomical portion of Jayne's Almanac, which was distributed freely among the audience.

the audience.

Prof. Montgomery delivered a lecture upon "Drawing," which he thought was a valuable thing in schools, both as a method of illustration by the teacher and as an exercise for the scholars themselves which could be made most interesting. He proceeded to give a series of simple learns ceeded to give a series of simple lessons upon the blackboard, beginning with the

upon the blackboard, beginning with the straight line.

Mr. Jos. Watson read an essay on "Reform." Education lies at the basis of all reform; the status of a nation may be predicated upon the degree of advancement in its educational system. The millenium has not arrived; many things yet remain to be reformed. Selfishness is at the root of much of the wick duces; in the world. Prejudice of the wickedness in the world. Prejudice also has her share. Disease, too, has its effect; a disordered liver or stomach is at the root of much evil. The minister and the root of much evil. The minister and the professed reformer operate chiefly on the unpromising material of the formed adult mind; the teacher, on the contrary, has for his material the plastic youthful mind. He has peculiar opportunities for doing good, and if he uses them well cannot fail to send

and God.
Mr. J. Williams Thorne followed. He

Mr. J. Williams Thorne followed. He stays spoke briefly upon the question of using the rod in schools, thinking that humanitarian principles ought to be as far advanced in schools as in the United States navy, where flogging has been abolished. Prof. Haldeman gave us a brief lecture upon the origin and derivation of the numerals, going back to the Sanscrib for them. He recommended the members to take advantage of the opportunity for astronomical observation this evening, which was offered by the gentleman who spoke on that subject this morning.

Institute adjourned to 2 P. M. Institute adjourned to 2 P. M.

Friday Afternoon.—Institute opened at o'clock.

President Evans announced that there would be a branch Institute at Columbia during the holidays.

Dr. Keneagy lectured upon "Physiology." The brain, heart and lungs form the great vital tripod, without either of which man cannot live. The sesquioxide of iron gives the red color to the blood. He explained the effect of defective ventilation in

plained the effect of defective ventilation in causing faintness, and said that the reason why ladies are first affected was on account of the compression of the organs practised in order to secure a delicate waist. The lecturer said it was a vulgar error to keep water on the stove to purify the atmosphere. This lecture closed his course, and he thanked the teachers for their attention and hoped the result of this meeting would and hoped the result of this meeting would be to make all better men and women than they had been before. W. C. Shuman read an essay on the "Im-

W. C. Shuman read an essay on the "Importance of Early Impressions." He urged the importance of the teacher's example, as well as precepts, in view of the tendency of the child to imitation, and of the great and important consequences which may grow from these early impressions; each forming, as it does, the nucleus around which will gather others of its kind to result in active good or exil. He referred, first, to active good or evil. He referred, first, to the primary impressions received by the child from its mother; from her hands it and how careful ould be be to confirm the right-thinking should he be to confirm the right-tanking child, and root out the eyil in the more un-fortunate ones. The highest moral idea to be taught to the child is love of God; and if this be not taught at home, it is doubly necessary that it should be inculcated by

he teacher.
Prof. Montgomery proceeded with his subject of this morning—"Drawing"—giving further illustrations of the manner of teaching the elements of that art, going

of teaching the elements of that art, going from straight to curved lines, circles, ovals, and objects combining the straight and curved line.

Prof. Haldeman lectured upon the derivation of words, tracing them through their various forms, and showing how different their present is from the original foam. He traced the same word through different languages, and the original symbols from which the letters took form were also inwhich the letters took form were also in County Superintendent Woodruff, of

County Superintendent Woodruff, of Chester county, made a few remarks, congratulating the Institute in its success, and wished them still higher results in the future.

Gen. Frazer was introduced, and gave us another lecture. He referred to astronomy, und said the heavenly bodies which we call far of are very near. Astronomy is a practical study; it was, too, the very first science developed among men. After all, the basis of astronomy is in our earth; upon the shape of the earth all our measurements of the distances of the heavenly bodies are made, and without this we could never arrive at them. He showed how the elementary facts and ideas might be successfully taught to children; he knew it could be done, for he had made the experiment successfully. A study is difficult only because it is not taken up properly, and because the mind of the child is not prepared for it. There is a divine simplicity in everything when properly understood. neverything when properly understood.
Mr. A. O. Newpher, from the Committee
on Permanent Certificates made the follow-

on Permanent Certificates made the following announcement:

1. All applicants must come with proper recommendations, duly signed.

2. Must be 21 years of age.

3. Must pass an examination in the methods of teaching the subject matter of the several branches required for the Professional Certificate.

4. Must give satisfactory evidence of having studied thoroughly at least two different ing studied thoroughly at least two different works on the subject of Teaching.

5. Must be setive and zealous in the cause of education, and attentive to all the agencies recognized as promoting the interests of the profession.

profession.
6. Times of meeting, 1st Saturday in January, for all applicants South of Pennsyl vania Railroad, and 1st Saturday in February for all North of the same.
Place of meeting in the High School Room n Lancaster, at 10 o'clock A. M. Institute adjourned to evening.

For further proceeding's see third page. Mew Mork Advertisements.

ADIES, TAKE PARTICULAR NOTICE THE REAL VELPAU FEMALE PILLS! WARRANTED FRENCH.

WARRANTED FRENCH.

These Pills, so celebrated many years ago in Paris, for the relief of temale irregularities, and afterwards for their criminal employment in the practice of abortion, are now offered for sale for the first time in America. They have been kept in comparative obscurity from the fact that the originator, Mr. Verpau, is a physician in Paris, of great wealth, and strict conscientious principles, and has withheld them from general use, lest they should be employed for unlawful purposes.

In overcoming Female Obstructions, Norvous and Spinal Affections, Pains in the Back and Limbs, Fatigue on slight exertion, Paipitation of the Heart, Hysterics, &c., and will effect a cure when all other means have failed; and, although a powerful remedy, do not contain calomet, antimony, or anything hurtful to the constitution.

To married ladless and young girls who have even been regulated, they are peculiarly suit-

To married ladies and young girls who have never been regulated, they are pecnilarly suited. They will, in a short time, bring on the monthly period with regularity.

CAUTION.—Married Ladies should never take them when there is any reason to believe themselves pregnant.

Ladies can procure a box, sealed from the eyes of the curious, by enclosing one dollar and six postage stamps to M. W. MACOMBER, General Agent for United States and Canadas, at Albany, N. Y., or to any authorized Agent. Br. D. McCORMICK, Agent, Lancaster.

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In the undersigned has constantly on hands
full supply of Roofing Slate for sale at Reduced
Prices. Also, an extra LIGHT ROOFING
SLATE, intended for slating on Shingle roofs.
Employing the very best slaters all work will
be warranted to be executed in the best manner. Builders and others will find it to their
interest to call and examine the samples at his
Agricultural and Seed Warerooms, No. 28 East
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WHISKIES, &c,
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Special Notices inserted in Local Column, 15 cents per line.

Is cents per line.

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BUSINESS CARDS, of ten lines or less, 10

one year,...... Business Cards, five lines or less, one LEGAL AND OTH - B NOTICES

New Advertisements.

UNION PACIFIC RAILROAD, RUNNING WEST FROM OMAHA ACROSS THE CONTINENT, ARE NOW COMPLETED

The Union Pacific Railroad Company have built a longer line of railroad in the last eighteen months than was ever built by any other company in the same time, and they will continue the work with the same energy until it is completed. The Western Division is being pushed rapidly eastward from Sacramento by the Central Pacific Company of California, and it is expected that

THE ENTIRE GRAND LINE
to the Pacific will be onen for business in 1570, MORE THAN ONE-THIRD OF THE WORK
HAS ALREADY BEEN DONE, MORE THAN ONE-THIRDOF THE WHOLE LINE IS NOW IN RUNNING ORDER, AND MORE LABORERS ARE NOW EMPLOYED UPON IT THAN EVER BEFORE. More than FORTY MILLION DOLLARS IN MONEY have already been expended by the two powerful companies that have undertaken the enterprise, and there is no lack of funds for its most vigorous prosecution. When the United States Government found it necessary to secure the construction of the Union Pacific Railroad, to develop and protect its own interests, it gave the Companies authorized to build it such ample aid as should render its speedy complection beyond a doubt. The available means of the Union Pacific Railroad Company, derived from the Government and its own stockholders, may be briefly summed up as follows:

tion beyond a doubt. The available means of the Union Pacific Railroad Company, derived from the Government and its own stockholders, may be briefly summed up as follows:

1.—UNITED STATES BONDS

Having thirty years to run Anti Bearing six percent, currency interest at the rate of \$15,000 per mile for 517 miles on the Plains; then at the rate of \$15,000 per mile for 517 miles on the Plains; then at the rate of \$2,000 per mile for 50 miles through the Rocky Mount-ins; then at the rate of \$32,000 per mile for the remaining distance, for which the United States takes a record tien as security. The interest on these bonds is paid by the United States government, which also pays the company one-half the amount of its bills in meacy for transporting its trieght, troops, mails, ee. The remaining half of these bills is placed to the company's creat, and forms a staking fund which may finally discharge the whol, amount of this lien. The claims against the government since April of the current year amount to four and one-half times this in terest.

2.—First MontugaGE Bonds to the same amount as the bords is issued by the government and no more, and only as the road progresses. The Tiustees for the bondholders are the Hon. E. D. Morgan, U. S. senator from New York, and the Hon. Onkes Ames, Member of U. S. House of Representatives, who are responsible for the delivery of these bonds to the Company has a land grant or absolute donation from the government of 12,800 acres to the mile on the line of the road, which will not be worth less than \$1.50 per acre at the lowest valuation.

4.—THE CAPITAL SHOCK.

The authorized capital of the Union Pacific Ratir and Company has a land grant or absolute donation from the government of 12,800 acres to the mile on the line of the road, which will not be worth less than \$1.50 per acre at the lowest valuation.

4.—THE CAPITAL SHOCK.

The authorized capital of the Union Pacific Ratir and Company be seen and the lowest valuation.

5,369,750 21,120,000

\$85,145,750 Active inquiry has already been made for a

in part by additional subscription to capital stock.

Active inquiry has already been made for a portion of these bands, and arrangements are now proposed to offer a part of them for sale. While their whole value will not be available for some years to come of revenue to the Company. The lands of the Hintois Central Kallroad Company in each light into the own addable of the Hintois Central Kallroad Company in each light into the company. The lands of the Hintois Central Kallroad Company in each light into the State receiving equal prices for similar properties.

The most skeptical have never expressed a doubt that when the Union Facilic Rallroad is hinished the immonse business that must flow over it, as the only rallroad connecting the two oyand divisions of the North America continuent, will be one of the wonders of railway transportation and as it will have no competitor in an always charge remunerative rat s. The Facilic Mail Steamship Company of New York is now running a reginar line of its splendid steamers between san Francisco and thins and Lapan, which is doubtless the pioneer of other lines, that will treverse the Pacilic Ocean later with the teas, spices and other products of Eastern Asia. Excepting some very nowances, shortness of time decides the direction of religible and most of formparies tively low and the facilic Rallroad.

It is quite within bounds to say that its traffic will be limited only by the capacity of the Line, and that no other road will find a double track so necessary. California and Octable transport for its passenges in his both and the or health and the results of the Line, and that no other road will find a double track so necessary. California and Organ must not only be supplied with means of transport for its passenges in mall trensure and choic radio, Daniel double only by the capacity of the Line, and that no other one walling this ready means of communication to receive a population that will develop its visit mineral and in the other states almost of the Company will be

EXPENSES. Fuel, Repairs, Offices, Conductors, Trains, &c..... NET EARNINGS to balance......

SIX PER CENT. IN GOLD, pay

SIX PER CENT. IN GOLD,
and are offered for the present at NINETY
CENTS ON THE DOLLAR, and accrued interest at Six Per Cent in Currency from July I.
Many parties are taking advantage of the
present high price of Government stocks to
exchange for these Bonds, which are over
FIFTEEN PER CENT. OHEAPER, and, at
the carrent rate of promium on gold pay
OVER NINE PER CENT, INTEREST.
Subscriptions will be received in Lancaster
by REED, McGRANN & CO., Bankers,
LANCASTER CO. NATIONAL BANK.
20 Nassau street, and by
CONTINEETAL NATIONAL BANK. No. 7,
Nassau st.
CLARK, DODGE 4 CO., Bankers, No. 31 Wall st.
JOHN J. CISCO, SHON, Bankers, No. 31 Wall st.
and by the Company's advertised Agents
throughout the United States, of whom maps
and descriptive pamphlets may be obtained on
at pilcation. Reinitiances should be made in
drafts or other funds pur in New York, and the
bonds will be sent free of charge by return
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October 28th, 1867.
—Subscribers through local agents will took

express. JOHN J. CISCO, Treasurer, October 28th, 1807. New York, —Subscribers through local agents will look to them for their delivery.

Agricultural Implements, &c.

TO FARMERSI THE AMERICAN PORTABLE FIELD AND FLOOD FENCE. THE SIMPLEST,
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THE MOST DURABLE,

THE MOST PORTABLE,

It is fitted for Level or Rolling Ground. It
is easily constructed, and cheap. It makes the
most regular fence of rails, and is the-best
substitute for Post and Rail and Worm Fences
yet discovered. The Patentee has generously
yeten the right for I ancaster County to the
Lancaster County Boldiers' and Sallors' Monumental Association, and all those who wish to
assist a patriotic purpose, and at the same
time receive value for their money, can do so
by calling at the Court House, in Lancaster
city, where they can see a specimen of this
fence and procure farm rights at moderate
prices. Apply to the undersigned at the Prothonolary's Office, at the Court House, Lancaster, or at the Office of Maj. A. C. Reincohl,
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W. L. BEAR,