

fifty in all, profusely illustrated. Some of the titles are: "The Mouse and the Cat," "The Ants," "The Stork and the Frogs," "The Butterfly," "The Grasshoppers and the Worm," and "The Horse-chestnut Tree." Each of these stories requires perhaps from ten to fifteen minutes to repeat and perform.

The exercises and employments at the kindergarten are sure to be brought away by the children, and enter largely into their home life. If you send your little folks to one of them for three months, you may expect, for a long time afterward, to see them hopping about your premises like frogs, leaping like deer, springing like cats, and, as nearly as they can, flying like swallows, barking like dogs, swimming like fish, swinging like tree-tops, sailing like boats and chattering like magpies.—*Dr. Hurst.*

Girls Should Learn to Keep House.

No young lady can be too well instructed in anything which will affect the comfort of a family. Whatever position in society she occupies, she needs a practical knowledge of household duties. She may be placed in such circumstances that it will not be necessary for her to perform much domestic labor; but on this account she needs no less knowledge than if she was obliged to preside personally over the cooking-stove and pantry. Indeed, I have thought it was more difficult to direct others, and requires more experience, than to do the same work with our own hands.

Mothers are frequently so nice and particular, that they do not like to give up any part of the care to their children. This is a great mistake in their management, for they are often burdened with labor and need relief. Children should be early taught to make themselves useful; to assist their parents every way in their power, and to consider it a privilege to do so.

Young persons cannot realize the importance of a thorough knowledge of housewifery; but those who have suffered the inconvenience and mortification of ignorance can well appreciate it. Children should be early indulged in their disposition to bake and experiment in various ways. It is often but a troublesome help that they afford; still it is a great advantage to them. I know a little girl who at nine years old made a loaf of bread every week during the winter. Her mother taught her how much yeast, salt and flour to use, and she became quite an expert baker. Whenever she is disposed to try her skill in making simple cakes or pies, she is permitted to do so. She is thus, while amusing herself, learning an important lesson. Her mother calls her her little housekeeper, and often permits her to get what is necessary for the table. She hangs the keys by her side, and very musical is the jingling to her ears. I think before she is out of her teens, upon which she has not yet entered, that she will have some idea of how to cook.

Some mothers give their daughters the care of housekeeping each a week by turns. It seems to me a good arrangement and a most useful part of their education. Domestic labor is by no means incompatible with the highest degree of refinement and mental culture. Many of the most elegant and accomplished women I have known have looked well to their household duties, and have honored themselves and their husbands by so doing.

Economy, taste, skill in cooking, and neatness of the kitchen, have a great deal to do in making life happy and prosperous. The charm of good house keeping is in the order, economy and taste displayed in attention so little things; and these little things have a wonderful influence. A dirty kitchen and bad cooking have driven many a one from home to seek comfort and happiness some where else. None of our excellent girls are fit to be married until they are thoroughly educated in the deep and profound mysteries of the kitchen.—*Presbyterian.*

Extracts from Superintendent Richards' Address. (1)

Ladies and Gentlemen, Teachers and Trustees:—As the Superintendent of the Public Schools of this city I have invited you to meet me, with the desire to make a few statements with reference to the relations to exist hereafter between us. I think you are all aware, as I am sure I am, that the office which I have the honor to fill, is no sinecure. As I am the first person who has been called to fill such an office in this city, it falls to my lot to initiate what appears to me a great and a momentous work. Having neither the example of a predecessor nor any special experience of my own in the particular work to be performed by me, I am most deeply impressed with the fact that I have a difficult task before me.

I need not say that in entering upon my work I am anxious to be successful, not so much on my own account as on account of the desire I have to add to the efficiency of our school system, and to increase the means and facilities necessary to provide for the thorough education of all our children.

During the last few years, while I have not been entirely devoted to the work of the school-room, I have been earnestly engaged in improving all the time not demanded for special duties, in making myself more thoroughly acquainted with the methods of teaching, classifying, and conducting schools. With what success I have made my investigation in this direction, I hope you may have the opportunity of judging, while I endeavor to perform what I consider to be the duties of the office to which I have been appointed.

I enter upon my duties fully conscious of imperfection and liability to make mistakes, and yet with fixed, definite purposes, and with the desire to give my best energies to the work of elevating the standard of our public schools and of increasing the efficiency of our teachers. While I am free, yea, proud to admit, that the condition of our schools and the qualifications and professional zeal of most of our teachers will compare favorably with those of our most highly favored cities, I cannot say that I believe we have arrived at perfection. I have not yet seen the school where I did not think there was room for improvement, and if I were to tell the most successful of the teachers of our city that they had reached the highest point of qualification or the most approved modes of instruction, I think they would consider me very superficial, or else guilty of unjustifiable flattery.

As a general thing I have found the best qualified and most successful teachers not only conscious of their deficiencies, but anxious to seize every opportunity to fit themselves more thoroughly for their work.

I could specify instances of teachers in this city, if it were proper to do so, who have a high reputation as successful teachers, who have never failed to avail themselves of lectures, educational conventions, professional books, and the advice of other experienced teachers, and are far from considering themselves as having nothing more to learn. I am always suspicious of a self-confident, boasting teacher; and yet I am just as suspicious of a teacher who has no confidence in his abilities.

Every teacher should know what he can do, not from having passed an examination successfully, and that his personal friends think him smart, but but from a living consciousness within him that he has mastered the subjects which he is to teach; that the principles of his text books are so much a part of himself that he can stand before his class and draw from his own resources, independent of himself, the thoughts and truths he would impress upon the minds of his pupils.

It is not enough for a teacher, that he is successful in making his pupils memorize the language of their books, or even in getting the simple idea of the language.

(1) We are indebted to some friend for a copy of the Washington Evening Star, marking for our particular attention, Mr. Richards' address on his appointment as Superintendent of the Public Schools of Washington, D. C.