

useful plants for food, clothing, shelter, and medicine. The second year of this course should take up animals more scientifically, and devote one-half the lessons to animal and human physiology. The third year takes up physics or natural philosophy, some experiments in chemistry, and an outline of astronomy. A third course of two years follows in oral lessons, the arrangement of topic usual in the text-books on "physical geography," (containing an outline of the sciences of organic nature) for the first year; and for the second year, a similar outline of the sciences of inorganic nature, such as is found in the usual text-book on natural philosophy.

By such a course of study in the district schools, with one lesson each week for the eight years, each child has learned something of the different departments of science, their systems and classification, their methods of investigation, their applications to the explanation of phenomena. — *William T. Harris, LL. D.*

#### Dress of Teachers.

"Which of these young ladies would I select for the ideal teacher?" asked an observer of herself as she watched the bright-faced students of a normal school strolling arm in arm through one of the corridors of the building. "Not this one," looking at a pretty girl whose disordered, even untidy dress betrayed a very unpromising carelessness. "Nor this," as her eyes fell on an intelligent looking young woman, severely neat in dress, but, alas! laced into a long, tapering bodice that made one wonder on what anatomical principle she could possibly have been constructed. "If I were selecting an assistant for a school of my own would I really reject an intelligent, energetic and capable seeming candidate because her ideas of dress did not agree with my own?" Not quite that, but other things being equal, I should certainly prefer a teacher whose dress was neat, well chosen and hygienic, to one who was untidy or dressed in violation of well-known laws of health. For one thing, no woman in a tight dress, collar, or shoes can possibly have thorough command of her mind or her temper; the whole intellectual and emotional tone is lowered, just as the physical powers are limited. The energy used merely in resisting the disadvantages of a hampering dress might accomplish much if set free and properly employed. Then, too, I should be somewhat unwilling to trust the practical judgment of a teacher who was so *unpractical* as to wear a dress that must be more or less injurious to her. However high her intellectual aims and ideas, I should fear there was something lacking in her conception of well-rounded development for her pupils. — *N. Y. School Journal.*

#### Triplet Maxims.

Three things to do—think, live and act.  
Three things to govern—your temper, tongue and conduct.  
Three things to cherish—virtue, wisdom and goodness.  
Three things to love—courage, gentleness and affection.  
Three things to contend for—honor, country and friends.  
Three things to hate—cruelty, arrogance and ingratitude.  
Three things to teach—truth, industry and contentment.  
Three things to admire—intellect, dignity and gracefulness.

#### Acadian Relics.

Prof. A. E. Caldwell writes the following letter to the *Scientific American* in reference to an interesting discovery made at Wolfville, N. S., some time ago: "At the head of Minas Basin, a few feet above tide water, some very interesting remains have recently been found on the premises of Mr. W. C. Archibald, of the town. The place in question has been a small hill of sand as far back as any of our residents can remember, but within the last twelve years Mr. Archibald has removed about six feet of soil, and in doing so came to traces of building. Recently he has had the place thoroughly dug over, and the following remains have come to light:

1st. A floor of hewn boards, probably hemlock, charred on upper side.

2nd. Rough bricks of irregular pieces of clay reddened and hardened by fire.

3rd. Charcoal, or charred wood, and sticks which may have been wattles.

4th. Iron implements, as wrought nails, file, knife portions of vessels.

5th. Copper coin and gun guard.

6th. Small pieces of crockery, a bowl of clay pipe two inches high and several stems.

There was evidently a small house here at some remote period, which was burned down and the site of which has since been covered by six feet of sand. The land surrounding this is alluvial, but it is not easy to account for this evidence, or to say whether the remains belong to the Acadian or Norse period."

All who propose to teach need to recollect that the very basis of fitness for teaching, so far as it can be gained from study, is a broad and accurate scholarship. To be a teacher, one must first of all be a scholar. . . . To be openminded, magnanimous and manly; to have a love for the scholarly vocation, and a wide and easy range of intellectual vision, are of infinitely greater worth to the teacher than any authorized set of technical rules and principles. — *Page's Theory and Practice.*