

the school, and that if he would try to excel, he should have every opportunity afforded him, which would enable him to disappoint the expectations of everybody. The poor outcast opened his eyes with astonishment, amazed that any one should speak kindly to and be interested in him. For several weeks he seemed to forget his wayward habits, and devoted his mind to study with remarkable success, to the surprise of all who knew his history. One day he became very angry because the teacher would not aid him, at the moment, in solving a problem. He laid down his books and sat nursing his wrath, and when the teacher found leisure and offered to aid him, he tartly replied, "I do not wish it." When the school was closed the boy was requested to remain, doubtless expecting a flogging, as in former times; but what was his astonishment when the teacher sat down by his side and said, "Thomas, I thought you were willing, and meant to be a good boy, and I had given you a good name among all your acquaintances, which seemed to give them great joy. Must I now go and tell them, that all my hopes for you are crushed, that all my kindness toward, and efforts to help you, are lost?" Thomas wept under this appeal, for he had expected the whip or expulsion from school; and from that hour his reformation was confirmed. After he had found that one at least "cared for his soul," he became an excellent scholar, and was known for exemplary conduct, and a more worthy man than he now is cannot be found in the neighborhood. He dates the turning point of his life and character to that hour with the teacher at the close of the school on that eventful day.

Now, suppose the teacher had allowed his anger to be provoked by the boy's sullen insolence, and he had scolded and whipped him, as others had done, instead of arousing the boy's benevolence and friendship, and awakening his self-respect and regard for the opinion of others, he would have gone from that school but an outcast and an Ishmael. — *Phenological Journal*.

AT THE LAST annual meeting of the American Social Science Association, Dr. D. F. Lincoln, Secretary of the department of health, submitted the following rules for the care of the eyes:—When writing, reading, drawing, &c., always take care that (a) the room is comfortably cool and the feet warm:

(b) there is nothing tight about the neck, (c) there is plenty of light without dazzling the eyes; (d) the sun does not shine directly upon the object we are at work upon; (e) the light does not come in front—it is best when it comes from over the left shoulder; (f) the head is not very much bent over the work; (g) the page is nearly perpendicular to the line of sight—that is, that the eye is nearly opposite the middle of the page, for an object held standing is not seen so clearly; and (h) that the page or other object is not less than fifteen inches from the eye. In any cases where the eyes have any defect, avoid the drawing of fine maps, and all such work, except for very short tasks, not exceeding half an hour each; and in the morning never study or write before breakfast by candle light. Do not lie down when reading. If your eyes are aching from fire light, from looking at the snow, from overwork, or other causes, a pair of colored glasses may be advised to be used for a while. Light blue or grayish blue is the best shade, but these glasses are likely to be abused, and usually are not to be worn except under medical advice.

DR. LINCOLN summed up the most conspicuous results of the investigation into school hygiene as follows:—

(1.) School work if done in an unsuitable atmosphere, is peculiarly productive of nervous fatigue, irritability, and exhaustion.

(2) By "unsuitable," is chiefly meant "close" air, or air that is warm enough to flush the face, or cold enough to chill the feet, or that is "burned," or infected with noxious fumes of sulphur or carbonic oxide.

(3) Very few schools are quite free from these faults.

(4) Anxiety and stress of mind, dependent mostly on needless formalities in discipline or unwise appeals to ambition, are capable of doing vast harm.

(5) The amount of study required has not often been found so great as would harm scholars whose health is otherwise well cared for.

(6) Teachers who neglect exercise and rules of health seem to be almost certain to become sickly or "break down."

(7) Gymnastics are peculiarly needed by girls in large cities.

AT THE SAME meeting of the Social Science Association, Dr. S. S. Putnam said,—One way in which [school children may be greatly benefited is by