

stomach. Both combined produce breath most foul and offensive. The same result is attained by the use of tobacco and alcoholic stimulants. My dear boys and girls, never use either, shun the latter particularly, not only for the *body's* sake, but for that of the *soul*. A sweet breath is something to be thankful for, and is a sure indication of good health. If you keep your teeth all right, your stomach all right, breathe pure air only, and do not smoke or drink, I will answer for it your breath will be as sweet as the flowers of May.

We will next take up that "window to the human soul"—the eye. Look at the bony arches which protect it, the eye-brows and eye-lashes which intercept the dust and floating particles of matter in the air ; see the eye-lids with their thousands of little moistening glands ; study the beautiful blending of colors in the iris and pupil ; think of the vast number of contrivances necessary to enable the eye to flash in almost any direction with the rapidity of lightning controlled wholly by the human will ; then prove to me, if you can, that this grand mechanism is simply the result of chance, or the product of evolution, or a mere freak of nature. No you cannot. Nothing within the power of puny humanity could fashion anything even approaching it ; for a designer then we must look beyond nature to nature's God. The rays of light, or pictures of what we see, are received on the inner concave surface of the eye called the retina. This impression is transmitted to the brain through the optic nerve. Exactly in the centre of the retina is a round yellow spot the use of which is as yet unknown. The retina is enclosed by what is called Jacob's membrane so called from its discoverer. The rays of light are absorbed by a black cellular substance called the choroid which surrounds Jacob's membrane. In front we have a convex lens, called the cornea, behind which is a watery substance called the aqueous humor. There is a thin partition of membrane in the aqueous humor called the iris in the centre of which is the pupil. Behind these is the crystalline lens which is the most important refracting structure in the eye. The remaining portion of the eye-ball is composed of a jelly-like substance called the vitreous humor, the whole being enclosed in a dense fibrous membrane called the sclerotic to which the muscles which move the eye are attached. Care should be taken not over-tax this delicate and wonderfully constructed organ. If there is any class of people on earth which calls for our best and kindest sympathies it is the hopelessly blind, shut out from God's sunlight, unable to see the kindly glances of father or mother or friends, living ever in total darkness. Be kind to the blind man therefore should you ever meet him, and if you have a quarter in your pocket give it to him, if he is in want. Never read small print by fire or gas light if possible to avoid it, and have a shade over the lamp or gas so as not to strain the eyes. Do not for any length of time gaze intently at any single object especially if small and at a distance. Do not stare at the sun, or the fire if close to it. In fact, do not stare at anything, it is bad manners, to say the least. If a gnator any small substance as coal dust gets into the eye, keep cool and do not rub it, which is about the first thing you will feel impelled to do. This will simply set up inflammation and increase the pain. If under the upper lid it may generally be got rid of by drawing the lid outward and down over the lower lid the eye-lashes of which may take it up. Either lid may be easily everted over the handle of a teaspoon when a friend can remove any ordinary foreign substance with a silk handkerchief. Then bathe the eye carefully with tepid water mixed with a little salt, keep it from the light for a short time, and it will be all right. Of course for any serious injury consult a physician at once.

(To be continued)

DISCIPLINE OF THE SCHOOL.

The great business of the teacher is to discipline his pupils. He cannot "add to their stature one cubit," nor to their mental nor moral capacity one new power ; but he can bring them under such a process of training as will subdue their wild and untamed impulses, develop the latent energies of body, mind, and soul, and direct them to a course of right action ; so that the future citizen and law-giver may be fitted for his great work and high destiny.

The object to be secured is two-fold, viz. : school vices must be prevented or cured, and school virtue must be cultivated. Among school vices, as they have been classified, are idleness, whispering, disorderly movements in the school-room, injury to property, and rudeness of speech or act in the intercourse of every day life. The school virtues to be cultivated are suggested as the opposites of these, viz. : regularity of attendance, promptness, obedience, truthfulness, earnestness, diligence, kindness, neatness, and thoroughness in the preparation and recitation of lessons.

Thorough organization and classification.—I have seen the school in operation so perfectly systematized, all its arrangements so complete, and its departments so perfectly adjusted that the workings of its machinery not only produced no friction, but created order, interest and zeal, such as secured the desired object. I have seen these arrangements so perfect as not only to prevent general disorder, but to punish wrong without the aid of the teacher. Organization is the first business of the school-room, and nothing else should be attempted until this is accomplished. The object in view is that systematic arrangement and uniformity which will secure good order and promote studiousness. To this end the pupils should be so seated that they will appear uniform, and not disturb each other in the necessary movements of the day. The rogues should be separated, and every temptation to idleness and mischief removed. A complete division of time into periods for study, recitation, and play is also necessary. A time for disorder is, however, just as necessary as a time for study ; hence the teacher must provide not only regular recesses for freedom in the open air, but also occasional recesses from study (say two minutes) for the purpose of opening the safety valve of mischief and giving opportunity to whisper, ask questions, leave seats, and attend to all other necessary irregularities not allowed at other times.

All school laws must be based upon authority.—It must be distinctly understood that persuasion may never take the place of authority in school management. When, however, the right to maintain authority is not questioned by the pupil, or after he has been subdued to obedience, we may persuade, invite, and win. But kindness cannot take the place of authority. Obedience is not a voluntary compliance with a request, but a hearty response to acknowledged authority—an implicit yielding to command. Such obedience, prompt and unreserved, is the duty of every pupil.

Another important agency in school discipline is work.—Both the master and his pupils must work. Indolence in him begets idleness and recklessness in them. Life, energy, and industry manifested in him will be at once reproduced in them. The teacher must work to fit himself for his high calling and to elevate his profession. He must work for his school, to interest and benefit his patrons, to rouse and inspire his pupils, and to prepare himself for his daily teaching. Indeed, the true teacher is always reading, thinking, or acting for his school.

Still another moulding and controlling power in the school-room is public opinion.—This must be created and directed by the master, or he is powerless. And first of all he must create a favorable opinion of himself ; that is, must gain the confidence of his patrons and pupils. To this end he must form an intimate acquaintance