

about to take place he exercises this curiosity to the fullest extent. The conversation with his mother was the result of a color lesson which had just been given to his class in school. The wheel was for the purpose of showing tints and shades of color. The novelty of the device attracted Philip's attention. The color delighted his eye. He had not been unobservant of color as seen in the sky, the flowers, his mother's dress, and thus there was that essential condition of some similar past experience to attract and interpret the new. The conditions for receiving knowledge seemed to be all right on Philip's side. How was it with the presentation?

In the first place the device was too complex, having a tendency to draw the attention of the pupil to itself, rather than to what it illustrated. Seeing the "wheel go round" was more impressive than the color. The point of the lesson was not referred to, in the account Philip gave his mother. Then the teacher undertook too much, as several colors with their tints and shades were presented in the short space of twenty minutes. There was no individual questioning, and as is usual in concert recitation, a few of the older and brighter pupils "led off," and others chimed in for the pleasure of shouting. If an idea was evolved from the presentation it did not enter the mind with sufficient force to stay there, and the result was that Philip, and doubtless many others, even in putting forth their best effort, failed to gain a new item of knowledge. Now the failure to acquire knowledge is not the most deplorable result of such teaching as has been described. It does not take long to blunt and dull the mind, to render it unresponsive. The failure to test the pupil's interpretation of the matter presented often results in misinterpretation or lack of definite knowledge and, of course, lack of definite thought.

Not only does this kind of training make intellectual growth impossible, but it is positively pernicious in its effect upon moral development. Mental and moral development are inseparable. To think clearly and definitely requires the power to discriminate. With a lack of discriminating power there can be no sharp decisions between right and wrong. Hence the kind of training described above tend to the formation of a weak vacillating character. Just now there is much said of the teaching of ethics in the schools. The necessity of adding it to the curriculum would be greatly lessened if teachers realized how much morality there is in clear and definite thinking, and adapted their methods to securing this end. To do this they must study the child and continue the good work nature begins, instead of thwarting it.—*N. Y. School Journal.*

OCTOBER'S PARTY.

October gave a party,
The leaves by hundreds came,
The chestnuts, oaks and maples,
And leaves of every name.

The chestnuts came in yellow,
The oaks in crimson dressed,
The lovely Misses Maple
In scarlet looked their best.

The sunshine spread a carpet,
And everything was grand,
Miss Weather led the dancing,
Professor Wind the band.

They balanced to their partners,
Then gaily fluttered by,
The scene was like a rainbow
Just fallen from the sky.

And in the dusky hollows
At hide-and-seek they played;
The party closed at sundown
And everybody stayed.

Professor Wind played louder,
They flew along the ground,
And there the party ended,
With hands all 'round and 'round.

How to Preserve the Eyes.

Engravers, designers and workers of fine embroidery are apt to be troubled with congestion of the corner of the eye and inflamed lids. Generally this does not interfere materially with their power of vision, but it gives them a most unpleasant expression. An old engraver told a Philadelphia *Record* writer his experience with his eyes, and how he cured them.

"About five years ago one of our engravers went to a leading New York oculist, paid him \$15 and received a prescription which cost him five cents to have a druggist put up. It cured his eyes like magic and he told us about it. We all laughed, for we had grown tired of hearing about remedies, and had no faith. The prescription called for a 'saturated solution of boracic acid,' or what we call 'powdered borax.' For five cents you can buy enough at a druggist's to last you for months. Put a heaping tablespoonful in an ordinary tumbler of water and let it thoroughly dissolve. Then apply to the eyes with the fingers; never use a sponge or cloth. Let it dry on the eyes. Use it first before retiring and after rising, or at any other time.

"I was induced to try it and have used it freely, sometimes four or five times a day, for four years. It is no exaggeration to say that it acts like magic. I have no further trouble with congested eyes and haven't lost a day from work in four years. My daughters and their young lady companions use it before going to parties and after they return, and their eyes sparkle. The borax is a mild astringent, contracts the congested blood vessels and sends the blood into its natural channels."