

the size of split peas, one-third to one-sixth of an inch in diameter, a little longer than broad, having one surface plane and the other convex. When they have been worn by the action of the sea, they are very smooth and shining. Like other shells, they are composed of carbonate of lime. When placed in a weak acid, such as vinegar, a chemical change takes place, carbonate acid gas is given off, and in its escape produces the movements which are popularly supposed to show that the stone is "alive." When one of these stones is placed under the eyelid, at the outer corner, the natural movements of the lid in winking push it gradually toward the inner side, and when it comes in contact with the mote which is causing the irritation, this is carried along and finally expelled with it. The belief that such stones have a peculiar detective power, and move about in the eye until they find and remove the irritating substance for which they have been "sent," has no foundation in fact. It is interesting to know that in the lining membrane of the stomach of the crawfish there are found small bodies which go under the name of "crab's eyes," and look not unlike the true eye stones. They have sometimes been mistaken for them, and presumably would serve a similar purpose.—*Scientific American*.

THE PERSONAL METHOD.—No science of teaching can ever make a school; no theory of method in teaching can ever develop a character and train a soul, any more than the classifications and analyses of the botanist can construct a flower. Mühlenberg knew that what is wanted first and always is a teacher. And the true teacher will find his own method, which will infallibly be the right one for him. The real teaching force resides in the individuality of the teacher, which the Lord has made

and not man, and which is worth more than all the man-made methods in the books. The only stimulating force in the realm of spirit is spirit; the one creative and inspiring agency in the domain of character is character; just as the indispensable condition prerequisite to the development of mind is the presence of other minds. The "method" of Dr. Mühlenberg, in so far as he can be said to have possessed one, was the personal method,—the method of love, of individual interest and personal contact as the moral and spiritual force essential to that rounding of the manhood which is the test of all true education.—*Life of Dr. Mühlenberg*.

FAULT-FINDING.—There is no influence emanating from a teacher, during recitation, which so completely paralyzes the mind of the pupil as the practice of scolding or ceaseless fault-finding, once so prevalent, but now rapidly disappearing from the public schools. The temptations to petulance and snappishness on the part of teachers are manifold and at times almost irresistible. Lack of faithful preparation, of quickness of perception, of moderate reasoning power, of interest, of enthusiasm, of uninterrupted attention, of just appreciation of the object and advantages of recitations, are causes of irritation to be found in almost all classes. Those who possess but little love of the work of education, who regard neither the present happiness of children nor the future welfare of individuals and States, who, in short, work in the educational vineyard exclusively for dollars and cents, or because more congenial fields of labour are not immediately accessible to them, are peculiarly liable to infuse this kind of narcotic influence into all the intellectual exercises of the school.—*Selected*.