gues what possible relation might be supposed to exist between the performance of a twirler on the diamond and optical theories. Newton said, "Then I began to suspect whether the rays, after their trajection through the prism, did not move in curve lines, and, according to their more or less curvity, tend to divers parts of the wall, and it increased my suspicion when I remembered that I had often seen a tennis ball, struck with an oblique racket, describe such a curve line." Newton's idea was that the little particles supposed to constitute light received a circular motion in passing through the prism, and, meeting resistance in the ether, would curve around during their passage from the prism to the wall. Some particles receive a greater rotation and curve around more than others. Those bending around farthest constitute the violet rays; those deviated least make up the red rays.

Will students be interested in details of this sort? So far as I know, the testimony of teachers who have tried it is unanimous. The pupil begins to feel that he has a personal acquaintance with the great men of science. He is charmed with reminiscences about them, with their hopes, struggles, disappointments. They appear to him no longer as irresistible, superhuman heroes, but as human beings, liable to perplexity and failure. During this historical reading the pupil unconsciously acquires a greater mastery of the subject itself. Not infrequently the enthusiasm of the investigator is transmitted to the pupil.

Plutarch tells us that Archimedes was continually accompanied by an invisible siren whose bewitching music caused him to forget the troublesome affairs of life, and inspired him for the study of great themes and the discovery of truth. The same siren melodies have charmed Galileo, Newton, Fresnel, Helmhotz. Let our pupils get closer to these master-minds, and they, too, though only feebly, perhaps, may be brought under the enchanting spell.

—*The School Review.*

A PSYCHOLOGICAL AND ANTHROPOMETRICAL STUDY.

ARTHUR MACDONALD, WASHINGTON, D.C.

After the measurements had all been made the teachers were requested to mark the pupils bright, dull, or averaging in general, and also to mark them in those special studies in which they were bright, dull, or average; and when in doubt to mark them average, so that there might be less liability to error.

It may be objected that the teachers would tend to select the bright rather than the dull. After careful enquiry, we do not think this was the fact. But admitting it for the sake of argument, the teachers then might place more of the dull than of the bright under the head of average. But even in this case our main purpose would be served, which is to compare the bright and dull.

We give below the conclusions from our investigations of the Washington school children:

CONCLUSIONS AS TO 1,074 CHILDREN SPECIALLY STUDIED.

1. Dolichocephaly, or long-headedness, increases in children as ability decreases. A high percentage of

A resumé of measurements of Washington children, and of measurements of children in Europe. By Arthur MacDonald, Specialist in the United States Bureau of Education at Washington, D C.