

was born blind. His own experience, combined with the experience of others, led him to think that not less than fifteen or twenty per cent. of school-children had defective hearing, while, perhaps, a somewhat larger percentage had defects of vision of one kind or another, such defects of vision being particularly noticeable in the fifth and sixth grades. Both the sight and hearing of a child should be tested when it entered the school, a watch being used to discover defects in hearing, printers' type as a test for the eyes.

—A brainless frog was exhibited before the American Anatomists' Association last week. Dr. Burt G. Wilder, of Cornell University, said that some time before when he turned on his ankle, he concluded that the reason his ankles was not as strong as a horse's, was that his ancestors lived in trees and did not use their ankles to the extent we do. He then brought out a frog without a brain; a scar where the brain had been taken out was behind the left ear. The frog gave no sign when a motion was made before his eyes—showing he had not brains enough to receive a visual impression. On touching his back he wiggled and acted as though he would like to get away, but had not will power to do it. When put on a cylinder he made efforts to keep from slipping off, showing mental ability resided somewhere yet. And when put in water he struck out as any frog would, showing that all movements do not come from the brain. Food pushed into his mouth, when it choked him, was swallowed—showing that action was reflected from the spinal cord.

—School libraries are now to be found in nearly every town, though it is still necessary to urge the teachers to give more attention to the subject. Wherever the plan has been only partially successful fault seems to be attributable to those in charge of the schools. One form of complaint is that they do not properly look after the care of the books. These are needlessly torn and defaced because children are not instructed regarding ways of using and caring for them. They are wet, torn, smutched and otherwise injured by little folks who do not receive either at home or in the school the instruction which enables them to be intelligently careful of the books. Every teacher should make this a subject of instruction as part of the work of fitting the child for modern life. Some teachers do not help the children to select books and to get out of them the interest and help they may afford. Something is certainly lacking in a teacher who fails to appreciate the importance of such work.