struction should show all auxilliary lines and the measurements and results should be carefully tabulated.

In conclusion I would say that this view of the correlation of these two subjects is a middle view. There is the orthodox pure mathematician on the one hand, and on the other the enthusiast who would teach algebra, geometry, and physics all at the same time practically. There are very few teachers who could carry these three subjects together successfully. In this the pupil does many physics experiments for his mathematics. The two subjects are dovetailed into each and consequently would lose much of their individuality which would be undesirable especially for the beginner. It would seem to be confusing to the pupil. It could not be done without present course of study and it is more revolutionary than evolutionary.

The middle view as outlined in no way conflicts with the course of study, can be easily handled by most teachers, many have been teachers of physics, since it consists of work wholly of a supplementary nature, and by being concrete it will appeal to more pupils in mathematics. Last and most important to us, it will make it possible to do more and better work in physics.

PARAFFINED WIRE POTS FOR SOIL CULTURES.

By B. E. LIVINGSTON.

It is suggested that in case of experiments with potted plants, the porosity of the earthen pots in use in general for such experiments is such as to present conditions quite unlike those existing in the earth. By dipping wire baskets in paraffin until the wire becomes well coated a container is produced which presents conditions more nearly in accord with normal conditions. Experiments with plants grown in such baskets show that the roots do not become massed against the wall of the pot, as is usual, but are within the earth.—*Plant World*, March, 1906.