ward flight, as explained in connection with Fig. 18. The catcher, judging from the early portion PP of the ball's flight, runs to point A expecting to catch the ball, but the ball turns inwards to the point B. This failure of a catcher in the case of a "high foul" is sometimes very amusing.

The curved flight of a "high foul" can be shown by throwing a small ball of pith or cork, or best of all an oak gall, into the air in a manner similar to the shooting of a marble so as to cause the ball to spin as indicated in Fig. 20.

RESULT OF EXPERIMENT TO DETERMINE CONTENT AND APPEAL OF FIRST YEAR SCIENCE.

BY FAITH MCAULEY,
High School, St. Charles, Ill.

For two years we have been giving a course in elementary science at St. Charles. The introduction of this work was prompted by several things, foremost of which was the lack of the scientific habit of approach to a topic, evident in the second year pupils beginning botany or zoölogy; second, the feeling that there is fundamentally important material which should be the possession of each student irrespective of subsequent specialization; third, the conviction that such fundamental material would act as a natural gateway to subsequent work such as effective physiology, intelligent physiography, etc.

Without discussing the content or unifying element in the work, I shall give briefly, the results of two experiments.

By the first experiment we hoped to be helped toward an answer as to the suitability of the material chosen. The introductory work is based on air and water and so is largely chemical. In order to determine whether this material was as workable with first year pupils as with third, parallel examinations were given to the elementary science and chemistry classes, five out of the ten questions being the same for each group. Below is the result based on the five questions.

	No. in Class	Average Grade Scale of 50	Per Cent Passing the 5 Questions
Chemistry	25	31.68	40
Elementary Science . . .	42	33.09	40.4

The above data would seem to indicate that the material chosen is as well adapted to the first year as to the third.

Second, wishing to be guided in formulating the work by the attitude of the students themselves, the class of last year was given the following questions:

1. Which subject in first year required most effort?
2. Which do you think was most profitable?
3. In which were you most interested?

	Quest. 1 Effort	Quest. 2 Profit	Quest. 3 Interest
*Algebra	4	2	7
*English	5	4	—
Latin	5	7	4
*Elem. Science	11	9	9
Physiography	—	—	2
Drawing	1	4	4
No. in Class 26			
*Required Subjects			

The above results seem to me to suggest that elementary science may rightly have a place in first year work.

ASBESTOS IN THE UNITED STATES.

An International Industry.

The United States has for years led all other countries in the manufacture of asbestos goods, but until recently all the raw asbestos used has been imported from Canada, where there are nineteen quarries and mills, having a capacity of 8,250 tons of rock a day and employing in summer more than three thousand persons.

A feature of the asbestos industry of 1909 was a combination of Canadian producers in the Amalgamated Asbestos Corporation (Ltd.) and the formation of the International Asbestos Association, an organization including mine owners in Canada and manufacturers in the United States.

No asbestos of the higher grade (serpentine asbestos, or chrysotile) was mined in the United States until 1908, but in that year Vermont produced some chrysotile and in 1909 mined a larger quantity, amounting to nearly one twentieth of the Canadian output. Chrysotile asbestos has been mined in small quantities in Wyoming during the present year.