No. II. Further Experiments Relating to the Generation of Air from Water. Vol. 4, pp. 11–20.

An Appendix to the Two Articles in This Volume, in a letter to B. S. Barton. M.D. Vol. 4, pp. 382-386.

1802. No. I. Experiments on the Transmission of Acids, and Other Liquors, in the Form of Vapour, over Several Substances in a Hot Earthen Tube. Vol. 5, pp. 1–13.

No. II. Experiments Relating to the Change of Place in Different Kinds of Air through Several Interposing Substances. Vol. 5, pp. 14-20.

No. III. Experiments Relating to the Absorption of Air by Water. Vol. 5, pp. 21-27.

No. IV. Miscellaneous Experiments Relating to the Doctrine of Phlogiston. **Vol. 5**, pp. 28–35.

No. V. Experiments on the Production of Air by the Freezing of Water. **Vol.** 5, 3641.

No. VI. Experiments on Air Exposed to Heat in Metallic Tubes. Vol. 5, pp. 42-50.

1809. (Posthumous.) Observations on the Discovery of Nitre, in Common Salt, Which Had Been Frequently Mixed with Snow, in a letter to Dr. Wistar. Vol. 6, pp. 129–132.

Poor **High-School** Students Can Be Made into College Material. **High-school** students who make poor grades, but still have a longing for a college education and a willingness to make a special effort to get it, should take heart. Many of those who are willing to go through a preliminary course **of** training can be made into good college material.

Prof. Edward S. Jones, director of personnel research at **the** University of Buffalo, told 'the American Association for the Advancement of Science of results of experiments with a course in testing and training sub-freshmen. Without such a course the poor high-school student has only a **small** chance of getting through his freshman year. With such preliminary **training** his chances are greatly increased. Prof. Jones showed.

Of 38 applicants from the lowest **two-fifths** of their **high-school** classes, only 6 were eliminated as utterly unfit after an extensive set **of** examinations. The remaining 32 were given a three weeks' **course** in "Haw to Study." The course raised half **of** the number **to** the point of being competent college material, able to carry full college schedules without receiving warnings. **Practically** all of the number appeared to be actually superior to their comrades from the middle fifth of their high-school classes. The most effective **types of** training were writing English compositions followed by long interviews, extensive drill in forced rapid reading, **note-taking** drill, speed drill in mathematics, and lectures on how to study.

Results of these experiments at the University of Buffalosuggest the advisability for municipal universities of dealing separately in some such way as this with students from the lowest groups in high schools, Prof. Jones said. The municipal university owes a peculiar pledge to the community and should not, perhaps, take the same strict methods of elimination as a highly endowed college of the older type.—Science Service