

consonant. Those beginning with a vowel end with a consonant, and vice versa.

Because he has noted that initials and numbers are understood with greater difficulty than completed sentences, he tries the fragmentary sounds, having one individual speak them through an air space, a closed door, telephone or dictating machine.

He mixes the sending, some "straight language" with the nonsensical syllables. If the listener hears all of the language but does not understand the single syllables, it shows, according to this scientist, that much of the dictation is "supplied by the brain."

OYSTERS GROW BEST IN HARBORS

"Back to nature" is the slogan of the experts who are trying to coax the oyster back to its old time productivity. Oysters live, thrive, increase, and multiply best in the brackish waters of our coastal estuaries and harbors, according to H. F. Prytherch of the U. S. Bureau of Fisheries. At the experimental shellfish laboratories at Milford Harbor, Conn., experiments have been made to determine if oysters cannot be induced to become as plentiful in their native haunts along the New England coast as they were in the days of Massasoit and Miles Standish.

The oyster spawn is microscopic in size and for two weeks exists in a free swimming larval state carried hither and thither by the waves and the tide. The great key note of oyster culture is to get the largest number possible of the baby oysters to "set" upon some stationary object at the end of the free swimming stage. Once set the oysters cannot move of themselves. The full grown marketable adults can readily be collected from whatever planted material, usually old oyster shells, has been used to catch the young ones or "spat"

At Milford Harbor for the past four years many experiments have been carried out in the study of the life history of the oyster, particularly the free swimming stage. Very few larvae are found in the water in the interval between spawning and the time for them to set. The investigations this summer show that the larva lives part of the time on the bottom during this period, pulling itself along by means of a muscular foot, like a clam. This interesting discovery has enabled investigators to understand much better the relationship of spawning beds and setting areas and the effect of tides and currents on distribution.

Rocks, shells, glazed tile, and objects of many sorts were tried out as collectors for the "spat". Birch brush, bearing dozens of tiny oysters planted in rows in the tidal flats, presented the aspect of what might be called an oyster garden. The outstanding results of the summer's work show that millions of seed oysters can be produced when natural conditions of breeding are reproduced. Protection of these inshore areas is essential if the oyster is to continue to be a delicacy of the American table.

Thousands of dollars have been spent by commercial enterprises sowing oyster shells to collect seed oysters, with steadily decreasing results. In years past

when the oyster industry has been successful in obtaining yearly crops of oysters there were large natural beds located in the harbors, bays and river mouths where the conditions were favorable for the production of a vast quantity of spawn. Today these valuable areas have been destroyed by excessive pollution from factories and by overfishing so that only the deep water beds remain for the production of seed oysters.

When spring and summer weather conditions in deep beds resemble those normally existing in the harbors and estuaries, oyster culture is successful, but unfortunately this happens only occasionally. Connecticut recently passed a law enforcing the control and elimination of pollution in its harbors. The enactment and enforcement of such legislation in other oyster growing states would do more than any other one thing to increase the existing supply of oysters. This spring the Bureau of Fisheries intends to undertake an investigation of the coast of South Carolina to ascertain the possibilities for oyster propagation in the South. A similar survey of Texas is already under way.

CALIFORNIA CHILDREN TAUGHT LESSONS BY RADIO

Can one teacher broadcasting from a radio station teach penmanship, history or science to hundreds of children in school rooms all over a city? V. E. Dickson, of the Berkeley, California public schools, who attended the meeting of superintendents of the National Education Association, in Washington, says that it is being done in California public schools with considerable success.

The radio instruction is not in the form of a lecture, as a rule, but is so planned that the children are given directions and take an active part in the long distance lessons just as in ordinary class work. Schools of the city are equipped with wires leading from a central receiving radio set to a loud speaker in each classroom, and the radio lessons are broadcast several times each week.

Mr. Dickson predicts that radio will not supplant regular class room teachers, but it will be extensively used in public schools.

"Receiving sets sometimes balk, and to have a whole class waiting impatiently for those waves which once passed are gone forever is embarrassing to the receiving operator," he admits. "But," he adds, "I can remember twenty-five years ago when automobiles frequently acted in similar balky fashion. They do less of it now."

Some of the advantages of school room radio, pointed out by Mr. Dickson, are: The lessons are necessarily presented by the best teachers in the city, because of the difficulty of "getting instruction across" by the voice alone. Consequently, all of the children have the benefit of some instruction by experts in different subjects. Teachers also benefit by listening to the carefully planned lessons prepared by these experts, and the teachers have the opportunity to observe their own pupils at work in a manner not possible when they are busy teaching.

Even the adults of the city are taking an interest in the grammar school lessons, because of the different ways of doing things since they went to school,