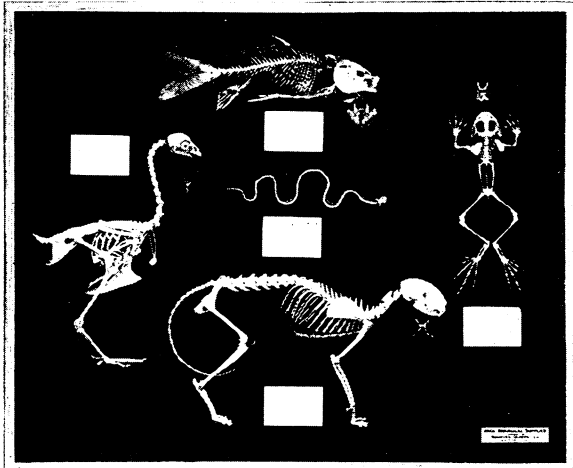


## High Grade Prepared Skeletons



At Favorable Prices  
Satisfaction Guaranteed

Of the extensive line that we prepare and carry in stock, the following select items are favorites with High School and College instructors:

Z015	Squalus, cartilaginous, in museum jar	\$25.00
Z050	Necturus on base	11.00
Z061	Bull Frog in glass	12.00
Z066	Grass Frog in glass	6.50
Z0105	Turtle, 8" to 10"	12.50
Z0116	Alligator on base	25.00
Z0130	Chicken on base	16.00
Z0155	Cat on base	18.00
Z0195	Monkey on base	25.00

We have frequent calls from High Schools for a set of vertebrate skeletons mounted in a hardwood glass-covered wall case, size 24x32". This set includes the Perch, Pigeon, Turtle, Rat and Grass Frog, price **\$53.00**.

The larger set with specimens as illustrated above costs **\$75.00**.

Our skeletons are excellent for class use as well as for building up the permanent school museum.

Write for complete list and for biology catalog No. 5B.

### DENOYER-GEPPERT COMPANY

Makers and Importers of Anatomical Models, Charts, Skeletons, Specimens and Slides

5235-57 Ravenswood Avenue

Chicago, Ill.

## The Ant or Pismire—Continued

That it had a large head AA, at the upper end of which were two protuberant eyes, pearl'd like those of a Fly, but smaller BB; out of the Nose, or foremost part, issued two horns CC, of a shape sufficiently differing from those of a blew Fly, though indeed they seem to be both the same kind of Organ, and to serve for a kind of smelling; beyond these were two indented jaws DD, which he open'd sideways, and was able to gape them asunder very wide; and the ends of them being armed with teeth, which meeting went between each other, it was able to grasp and hold a heavy body, three or four times the bulk and weight of its own body: It had only six legs, shap'd like those of a Fly, which, as I shewed before, is an Argument that it is a winged Insect, and though I could not perceive any sign of them in the middle part of its body (which seem'd to consist of three joints or pieces EFG, out of which sprung two legs, yet 'tis known that there are of them that have long wings, and fly up and down in the air.

The third and last part of its body III was bigger and larger then the other two, unto which it was joyn'd by a very small middle, and had a

kind of loose shell, or another distinct part of its body H, which seem'd to be interpos'd, and to keep the *thorax* and belly from touching.

The whole body was cas'd over with a very strong armour, and the belly III was covered likewise with multitudes of small white shining bristles; the legs, horns, head, and middle parts of its body were bestuck with hairs also, but smaller and darker.

**Robert Hooke** was born on the Isle of Wight July 18, 1635, and died March 3, 1703, in London. At the age of 18 he entered Oxford. Two years later he was employed by Hon. Robert Boyle whom he helped in his experiments. At the age of 27 he was appointed curator of experiments of the Royal Society. He was prominently identified with that then young scientific body throughout his life. He was interested in all branches of science, but particularly in astronomy, physics, optics and optical instruments. He made a number of discoveries and inventions, many of which were anticipated by other scientists by a short margin of time. These disappointments embittered his later life, and involved him in unhappy controversies. The *Micrographia*, recording his experiences with his home-made microscope, written when he was 30 years old, is a thoroughly delightful volume, fully illustrated with his own drawings of what he saw, ranging from a needle point and a razor blade to all the common insects.

*Science News-Letter*, August 4, 1928

## Can Adults Learn?

*Psychology—Education*

EDWARD L. THORNDIKE in *Adult Learning* (Macmillan):

On the average, at the present time, individuals probably learn much less per year from twenty-five to forty-five than they did from five to twenty-five. The magnitude of the decrease is, however, exaggerated in the common view which represents the child and adolescent as incessantly and actively seeking for new impressions, ideas, and skills, and rapidly absorbing the traditions, manners, and habits of those with whom he is in social contact, and represents the adult as remaining almost *in statu quo*.

Children and adolescents, in fact, spend a very large part of their time in routine performances which are uneducative—in sleep, in dressing and undressing, in eating, in playing the same plays no better than before; in telling what they and others have done and where they have been, without any linguistic improvement; in reading the comic page of the newspaper and stories which are for the most part only temporary stimulations, distractions, and reliefs; in routine acts of helpfulness around the house or farm; and in watching familiar occurrences without any instructive reflections concerning them. The learning of adults is rarely *nil*. At the least, they learn a host of concrete particulars; new names and faces, new items about automobiles, baseball players, movie stars; what "they are wearing" this year, and the like; some new skills as their jobs change and new recreations attract them; and a few general ideas about the war, prohibition, socialism, or religion. At the most, as in the case of the scientific investigator or historical scholar, paid for learning in money or esteem or both, they may learn much more than they did in childhood.

The decrease in learning, which does, on the average, occur, may be explained by various combinations of the four factors, general health and energy, ability to learn, interest in learning, and opportunity. A decline in general health is probably of great significance in respect of the decline of learning at very late ages (say sixty-five to eighty-five), but is of small consequence for changes from the score of years around fifteen to the score around thirty-five.

*Science News-Letter*, August 4, 1928

There were 42 robberies and hold-ups in London in 1925; whereas in Chicago there were 1,702.