

hundred in human histology and fifty in human physiology who had had corresponding courses in "arts colleges" were compared to the grades of the same numbers of students who had had no such courses.

There were no significant differences between the abilities, as judged by average college grades and by average scores on Medical Aptitude tests, of the groups of students who had had and those who had not had the various zoology courses.

Analysis of these data shows that the students who had had comparative anatomy did approximately 10 per cent. better in gross human anatomy than the students who had not had such a course. The calculation of statistical probabilities indicates that there are 36 possibilities in 100 that this average difference in grades is due to the operation of chance in sampling. Whether one considers this probability as statistically significant is a matter for individual judgment, but, except for other possible values which the students might get from comparative anatomy, it is questionable whether the time and the effort expended are justified by the 10 per cent. better average work which the students who have taken comparative anatomy do in gross human anatomy.

In human embryology and in human histology there are no significant differences between the grades of the students who had had and those who had not had similar courses in the "arts college." Those students who had had a physiology course in a zoology department did not do as well in human physiology as those who had had no such course. This difference is suffi-

ciently great to be considered statistically significant; although it is probably without much importance.

While this study may not answer the question as to how much work in zoology a prospective medical student might profitably take, it does present evidence that the argument that a student should take a multiplicity of zoology courses because they will specifically help him in his medical school work is fallacious. There may be a slight justification on this basis for recommending comparative anatomy, but there is none whatsoever for embryology, histology or physiology.

HAROLD S. DIEHL

DIVISION OF MEDICAL SCIENCES,
UNIVERSITY OF MINNESOTA

KILLING THE TERM, PREDATEE

IN reply to Professor L. D. Wooster's "Proposing the Term, Predatee" (SCIENCE, 89: 436, 1939), may I point out that the word *prey* denotes "any animal that is or may be seized by another to be devoured" (second definition in Webster's New International Dictionary, second edition). Therefore, *predatee* is unnecessary and, we hope, abortive. This protest is not offered in the spirit of conservatism, for I have persisted, with others, in using such naturally formed and needed words as predator, predation and speciation, until they have become recognized by the lexicographers, and am continuing to take part in the process of word-speciation by using, for example, a new verb, *to speciate*.

CARL L. HUBBS

UNIVERSITY OF MICHIGAN

SOCIETIES AND MEETINGS

THE ILLINOIS STATE ACADEMY OF SCIENCE

THE thirty-second annual meeting of the Illinois State Academy of Science met in Springfield on May 5 and 6. The meeting opened with a general session held in the Centennial Building of the State Capitol group. The governor of Illinois, though unable to attend, sent a letter of welcome, and the superintendent of schools, R. E. Fildes, gave a short address of welcome. Dr. George D. Fuller, of the University of Chicago, the retiring president, presented an interesting paper on the interglacial and postglacial vegetation in Illinois. Dr. Charles A. Shull, of the University of Chicago, also gave a paper at the general session on plant growth and growth hormones. This session closed after short talks by Anton Tomasek, state forester, on state forests in Illinois and by Dr. Thorne Deuel, chief of the State Museum, on some interesting exhibits prepared by the museum staff especially for those attending the annual meeting.

The section meetings in the afternoon were unusually well attended, some 140 papers being presented in the

nine sections offering programs. Several sections were obliged to divide their programs. One section in geology was virtually a symposium on geological features of Illinois. Chemistry, botany and zoology also were able to arrange separate programs around topics of specialized interest. The physics section met separately in the morning discussing with the representatives of medical schools in the state the problem of physics in premedical education.

Immediately after the section meetings a general business meeting and election was held. The officers of the academy for 1939-1940 are: *President*, Evelyn I. Fernald, botany, Rockford College; *First Vice-President*, Theodore H. Frison, Natural History Survey, Urbana; *Secretary*, Robert F. Paton, physics, University of Illinois; *Treasurer*, John Voss, Manual Training High School, Peoria.

Two resolutions of general interest were also passed unanimously:

Resolved, that the Illinois State Academy of Science hereby reaffirms its general approval of the efforts of the