to suggest another one that is in use in the Division of Agronomy and Genetics at the University of Minnesota. This system originated with Professor H. K. Hayes. We found it extremely useful for our own work and for graduate students while teaching at the university during the fall quarter of 1941.

The system in use at Minnesota is very simple. Reprints are filed in reprint boxes that are large enough to take typed or mimeographed reports ($8\frac{1}{2}'' \times 11''$). Each reprint is numbered (in consecutive order) and there is an index card for the subject-matter and also one for the author. These index cards are filed, one set for authors and another for subject-matter. As new reprints are received they are numbered and cross indexed on standard 3×5 library cards. Reprints are then filed in the boxes which are arranged on the shelves in numerical order. Since each box is full there is no trouble with reprints becoming doubled up as they do in partially filled boxes. There is never any problem of where to file reprints, and it is always easy to locate any reprint by subject or author.

We found this system much more practical than the system generally used where the reprints are filed alphabetically according to authors. Where graduate students are using the reprints it is important to have them well indexed both by subject and author.

Single unbound copies of several biological journals are also filed like reprints. Although there is a greater chance of losing some number of a journal the fact that the single issues are filed makes them available to a greater number of students at any one time. Any possible loss of single numbers is more than offset by the greater good derived by more students using the journals. Both reprints and single copies of the journals are signed out by students using them.

This way of handling reprints and journals seems to us very simple and practical. The important thing is that it works, and the reprints and journals are used extensively by the graduate students in the Division of Agronomy and Genetics.

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THE STATUS OF EXPERIMENTAL PSYCHOLOGY AT THE UNIVERSITY OF MISSOURI

IN a recent report on "The Status of Experimental Psychology among the Laboratory Sciences,"[1] the University of Missouri was included in a list of institutions which require laboratory science for the A.B. degree in the college of Arts and Science, but which do not accept experimental psychology in fulfilment of this requirement. In 1937, when the data for this report were obtained, this was true. In the academic year 1939–40, however, the Department of Psychology at the University of Missouri instituted a 5-semester-hour beginning course in general experimental psychology, which is now offered in addition to the usual 3-hour course in general psychology. Students may meet the biological science requirement for the A.B. degree in the College of Arts and Science by taking general botany, general experimental psychology or general zoology.

The catalogue describes the course in general experimental psychology as dealing with "the basic facts, principles, and methods of psychological science, with special reference to the human being," and as consisting of "lectures, classroom demonstrations, and laboratory experiments." There are three lectures and two 2-hour laboratory sessions each week. The course is taught from an experimental biological point of view with emphasis on experimental procedure and scientific attitude.

The course in general psychology, on the other hand, includes no laboratory work and emphasizes to a lesser degree the biological aspects of human behavior. It meets no specific requirements for graduation, but it may be substituted for general experimental psychology as satisfying the prerequisite for more advanced courses in the department.

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A NOTE ON "STOMATES"

MUCH as I sympathize with Dr. White's[1] protest against such unnecessary words as "stomates," it is only fair to point out that the word is not, as he seems to imply, etymologically badly formed. It is not comparable to "eggses." The Greek word is στοματ (stomat); the final consonant was dropped in the nominative singular for euphony, but appears in other cases, such as the genitive singular (stomatos). The Anglicization "stomate" is correct. Nor is the word really unwieldy; "stomates" is just as easy to say as "stomas."

Many of the more ludicrous efforts of biologists to bestow names upon their mental progeny betray the results of unfamiliarity with languages. It behooves us all the more to invoke some philological accuracy in criticizing them.

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CEMENT AS A FIRE EXTINGUISHER

IN the January twenty-third issue of SCIENCE there is a short article on the use of pitch as the best incendiary extinguisher, by Dr. R. Sayres, director of the U. S. Bureau of Mines.

[1] See SCIENCE, 95: 171, February 13, 1942.

[1] J. E. Winter, SCIENCE, 95: 96–97, 1942.