fidential tables for the Army and Navy is permitted. Furthermore, the preparation of all such tables was begun by Dr. Briggs after having in consultation with many experts verified their great value in pursuits of scientific research. The endless requirements of the war effort have only intensified the demand for these and for many other tables. Yet what do we find in connection with the present organization of the Project? It may be years before these 12 completed tables listed in B, C and D are published.

Surely, then, there is here vital need for action, to the end that means be sought for the rapid publication, not only of all the above-mentioned tables, but also of all later tables completed by the Project. There must be many mathematicians and mathematical physicists, who would be willing to join with me in most earnestly commending this matter to the attention of Dr. Briggs.

RAYMOND CLARE ARCHIBALD
BROWN UNIVERSITY,
August, 1942.

STANDARDIZED PLANT NAMES

THE second edition of this work has recently appeared and has been given several brief favorable reviews by individuals who apparently have not gone over it critically from the botanical standpoint. Originally prepared for standardizing Latin and common names for nurserymen and horticulturists the Latin names printed in bold face in the first edition were sometimes compromise names that followed no recognized botanical code, but were followed by the code name in italics, lest too many changes from nursery use would not be acceptable. The result was that these names were not acceptable to botanists and the principal author did not use them in his official publications. The Latin names in the new edition conform, with but very few errors, to the now generally recognized International Botanical Code and under any code occasional changes in names will occur as types are studied and botanists and horticulturists will always have differences of opinion as to the limits of species and genera.

Nurserymen had reason to believe that at least the common names in the first edition would become fairly permanent, yet the present authors have indulged in changes of many common names that would compare well with the vagaries of the most extreme taxonomists and produced many caconyms that will be acceptable neither to botanists nor horticulturists. Common names are fixed by local usage, though not always consistently, and the best of the common names recognized by the standard manuals of botany will continue to be used in future editions and by the far greater number of manual users.

While it has been impossible to make a complete list of exceptions they mostly fall into two groups, *viz.*: two-word combinations of illogical common names and two-word combinations of a common and a Latin name that are exceedingly offensive to most botanists and other users of plant names. Thus far over 100 such names have been discovered in the new edition and additions are turning up frequently. A few examples will suffice.

Group I

Page	Edition I.	Page	Edition II.
19	Dragonroot	22	Dragonroot Jackinthepulpit
158	Wintergreen	271	Checkerberry Wintergreen
267	Common toadflax	301	Butter-and-eggs Toadflax
285	Muskplant	301	Muskplant Monkeyflower
388	Kudzu-bean	505	Thunberg Kudzubean

Group II

60	Nickernut	78	Nickernut Caesalpinia
91	Leatherflower	131	Leatherflower Clematis
185	Farewell-to-spring	276	Farewell-to-spring Godetia
255	Mountain-laurel	319	Mountainlaurel Kalmia
283	Cucumber-root	382	Cucumberroot Medeola

Other long-accepted common names are changed in one word form. Faunlily is applied to the whole genus *Erythronium,* though Troutlily was previously used. It is illogical to apply the prefix Fawn to the species that are white and purple. The western white species is usually called Glacier or Avalanche lily. *Trillium grandiflorum,* commonly called large-flowered Trillium, is erroneously called Snow Trillium, as in the first edition. *Trillium niveum* (niveum meaning snow) is correctly the Snow Trillium. California poppy is changed to Goldpoppy. Bluebonnet is applied to *Lupinus texensis* and Texas lupine to *Lupinus subcarnosus.* These common names should be reversed, as Bluebonnet is officially applied to *Lupinus subcarnosus* in its legal designation as the state flower, but the lay element does not distinguish the species and applies Bluebonnet to both, though perhaps *L. texensis* is the more abundant of the two. Oregon Hollygrape is changed back to Oregongrape.

The use of hyphens is largely, though often illogically, eliminated, but Butter-and-eggs and Farewell-to-spring would also suggest the preferable use of Jack-in-the-pulpit instead of Jackinthepulpit.

The District of Columbia floral emblem, American Beauty Rose, adopted by the Commissioners in 1925, is omitted on page 596 and the dates of official designation of the floral emblem of 15 states are omitted.

A summary of all the items listed shows that of its 675 pages, 73 pages or about 10.8 per cent. have at least 151 omissions or items to which exception will be taken by most botanists, and these do not begin to represent all the additional exceptions found or likely to be found by other botanists. Forty-four of the pages have only one item each, 11–2, 7–3, 3–4, 2–5,

1–7, 1–12 and 1 page 18 items. However, the 151 items listed constitute only 1 in every 596 of the about 90,000 names in the book, not including the cross references.

It is hoped that eventually a complete list of the generally approved changes and few errors and omissions can be made available to those interested.

Standardized Plant Names, second edition, edited by Harlan P. Kelsey and William A. Dayton, Harrisburg, Pa., J. Horace McFarland Co., 1942. Price, $10.50.

P. L. RICKER
THE WILD FLOWER PRESERVATION SOCIETY

STUDENTS' LECTURE NOTES

NINETY-NINE per cent. of my students in physiology courses given in Europe, China and in Chicago have been writing down the lectures so arduously that they did not have much opportunity either to think or to grasp the significance and relations of the subject. Very few of the students have had the time to go over the lecture notes at home and to correct them and make additions. During my own studies I have found it more profitable to listen intently to the lecturer, to take a few notes about the subjects discussed and to work out the lectures at home. Or, in the case of lecturers who use books, to find out the book and read the chapter at home. I have found very few students who could not remember lectures without having written them down in detail. I feel that the student who tries to write the lecture in the classroom loses more than he can gain, because by the writing he suppresses his critical thinking, the establishment of relationships between different matters and, worst of all, gives himself no training for remembering and associating the spoken word.

I have, therefore, for a number of years adopted the following system which has been successful enough to be made known for the trial and use in other institutions: One student or two, according to the size of the class, is asked to take lecture notes and to elaborate them at home into a well-written and well-correlated paper. The rest of the class is asked not to take notes, but to listen to the lecture critically and to discuss the subject or to ask questions during the last five to ten minutes of the lecture period. The reports of the students are then corrected and amplified by myself, and the pertinent literature is added. The secretary of the class receives this copy and has mimeographic copies made by the secretary of the department. The total cost to the student of these copies for a course of one quarter, two lectures a week, is approximately $1.40. The students have welcomed this method and have made good use of it, as I have been told by a great number of them. They feel that they learn more when they do not write constantly, and they are apparently under less nervous and physical strain than when they would have to watch for every word and sentence.

The reports handed in by the students are used as term papers and are corrected, the final grade of the student depending on the quality of these papers and his understanding and knowledge shown during the discussions at the end of each lecture. In a large class, each student will submit only one paper in a quarter, while in a smaller class he may have to submit two or three papers. If the one paper of a student of a larger class is not satisfactory, he is asked to submit another one. I have found this way of grading students as good as that which is achieved by a final oral or written examination at the end of the quarter. The students have the added advantage that at the end of a quarter they own the corrected and rounded out lecture notes, with the most important references from the literature for future reference, and the lecturer himself has the advantage of having his course worked out and organized so that he can use it again with the addition of recent advances or with slight reorganizations.

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