broadened base displayed as the tip. "Wooden roses" are actually not roses at all, but the fruiting stage of a large yellow-flowered member (Merremia tuberosa) of the morning glory family (Convolvulaceae). The spreading calyx-lobes in this case persist in fruit and become thickened and brown, spreading out horizontally in the form of petals and surrounding a large shining globular capsule, which contains the seeds. A smaller example of this type of fruit is on display in **Case 843 of Martin A. and Carrie Ryerson Hall (Plant Life—Hall 29).**

To the layman, "wooden rose" sounds quite alluring and exotic, but actually it may be a letdown to some people to learn that it is only a type of morning glory in fruit. "Wooden flower" is not even a flower or any normal part of a plant, but rather an abnormal bizarre-looking enlarged and brown woody growth produced by the branch of a tree in the Central American tropics that has been stimulated by the parasitic plant Psittacanthus, a member of the mistletoe family (Loranthaceae). The parasite induces the formations of striking and expanded growth faintly resembling a flower carved out of wood. A good example of a "wooden flower" is shown in **Case 839 of Hall 29.**

Misapplied popular names may thus become generally accepted as has been the case with many false Latin generic names. For example, we are accustomed to using geranium for pelargonium, gloxinia for sinningia, nasturtium for tropaeolum, and amaryllis for hippeastrum. As such, geranium, gloxinia, etc. are correct Latin names, though they pertain to other plants. In short, when we see or hear the popular name of a plant, it is wise to investigate it before accepting it.

HOW MUSEUM AND UNIVERSITY BENEFIT EACH OTHER

By D. DWIGHT DAVIS
CURATOR OF VEREBRATE ANATOMY

The successful completion of a unique course in the cranial morphology of vertebrates marks another step in the plan to integrate the activities of the Museum and the University of Chicago.

The course, an advanced study of the evolution of the head among vertebrates, was planned to take advantage of the resources of the Museum. It was presented for the first time this year on an experimental basis. A class of eight students in the graduate school of the University met twice weekly at the Museum instead of in the University classrooms and laboratories. This arrangement made it possible for the students to make full use of the Museum's vast research collections and of the special knowledge of various staff members. It is planned to offer the course again next year.

Underlying the idea of Museum-University co-operation is the fact that no university, however large, can possibly cover all fields of human knowledge. This is especially true for the biological sciences, which are so enormously complex that no expert can be familiar with more than a very small corner of the whole field.

Many biological studies are impossible without collections of thousands of specimens from the four corners of the earth, which are referred to in much the same way as books in a technical library. Few universities can afford to underwrite such an enterprise, and collecting and storing such material logically falls to the larger natural history museums. But this division of labor between museum and university is functional only if such collections can be utilized by the university as well as by the museum. Otherwise the supposed division of labor is mere compartmentalization, which is the arch enemy of progress in science.

The head of a mammal or reptile is an amazingly complex thing, and its evolution was correspondingly complex. Many of the body's most important organs—the brain, the eyes, the ears, the organs of taste—are here crowded together in an intricate maze of details, infinitely more complicated than any device man has ever contrived. In most animals the mouth is used for self-defense, and to seize and hold food as well as to chew and swallow it. Some of the things that happened in the history of our own heads are almost unbelievable. The three little ear bones (the familiar hammer, anvil, and stirrup), for example, once were parts of the lower jaw and gills in our remote ancestors.

The histories of Greek and Roman civilizations, for example, are far better known than the history of our own heads. Yet by using the Museum's collections, a course in the history of the head is made a thousand times more graphic than any course in political and social history could possibly be. When the science student handles dozens of fossil skulls, it is as if a history student could visit dozens of entombed cities like Pompeii, under the expert guidance of a trained historian. When the science student dissects the head of an alligator, it is as if the history student could live for a time among the Australian Bushmen or the African Pygmies, with a sociologist to explain to him the structure of the primitive human society that he was visiting.

The advantages of this program are not all one way. Museum scientists are sometimes accused of living in an ivory tower because they are out of contact with the inquiring minds and challenging questions of student classes. Organizing ideas for presentation to student classes has long been recognized as an astonishingly effective way of showing up inconspicuous but important loopholes in our knowledge—and in the personal knowledge of the instructor. The research scientist who has been industriously making bricks finds himself called upon to assemble those bricks into an edifice, and the work of an architect is often more difficult than that of a brickmaker.

New and stimulating ideas for further research almost invariably result from such classroom experience. And in the case of the Museum some, at least, of these ideas will find their way into future exhibits too.

NATURE COURSE OFFERED FOR CAMP COUNSELORS

During May, the Museum is offering a nature course for camp counselors. There will be four sessions of the class, on Thursday evenings, May 1, 8, 15, and 22, in the Lecture Hall of the Museum. Sessions will be from 7 to 9 P.M. The West Entrance of the building—the only one to be open—will admit members of the class at 6:30 P.M.

This course includes brief information concerning the natural history of the Chicago region, suggestions for nature trails and camp museums, techniques for collecting and organizing nature materials, and projects for integrating nature work with camp activities.

All recreational leaders are welcome; there is no admission fee. For further information, call WABash 9410, Extension 43.

Following are the subjects for each session:

May 1—Introduction, Nature Trail, Geology
May 8—Animal Flyers (birds and insects)
May 15—Mammals, Reptiles, and Amphibians
May 22—Plant Kingdom

The classes will be conducted by members of the staff of the James Nelson and Anna Louise Raymond Foundation.

First Collections from Philippine Zoological Expedition Arrive

The first shipment of specimens from the Philippines Zoological Expedition, 1946–47, led by Captain Harry Hoogstraal, has recently been unpacked and contains numerous rare mammals not hitherto represented in the Museum's collections. This material was collected on Mount McKinley, Mindanao Island.

Most outstanding is a series of thirty wood shrews formerly known from but one specimen. Some are preserved in alcohol so that the soft parts may be studied. Skins and skeletons of the flying lemur are a welcome addition. This mammal is poorly named because it does not fly but glides and is not a lemur but is related to the insectivores. There are also four tiny squirrels, about six inches long, among the smallest known squirrels in the world.

Besides these are rodents, representing genera new to the collection, monkeys, bats, and deer. In all, there are about 180 specimens. The arrival of two other much larger collections is expected soon.