

other natural sciences and has an educational value indicated by its similarity thereto.

Biology has a humanistic value, measured by the amount and value of the information it brings. . . . The knowledge of the nature of many diseases, the field of agriculture and labour, the profoundly important matter of the relation of the sexes are matters concerning which biology brings most valuable information, and so makes for a saner and more normal view of life.

SCOPE AND LIMITATIONS OF THE LOWER SCHOOL WORK IN BIOLOGY

The inexperienced teacher will undoubtedly meet with difficulties in determining the degree of minuteness with which he will deal with the prescribed work in Botany and Zoology. On the one hand, it might be argued that the work outlined for the two years' Course is such that a whole lifetime might be spent upon it, and on the other, there is the necessary limitation of the time which can be fairly allotted to it in the school time-table. The conditions will have to be reconciled by compromises. The teacher will have accomplished his work fairly, not by covering a complete course in Biology—there never could be a *complete* course in Biology for any person—but by giving his pupils (1) a broad view of the plant and animal world at large, (2) a habit of looking at and thinking about common plants and animals, and (3) an appetite for further inquiry by observation and reading. The work is not to be undertaken as a foundation for advanced work in higher classes or in college. It is complete in itself. Only a small proportion of the pupils taking it will have the opportunity of studying it further in school. It may be hoped, however, that many will have an abiding interest in it through life.