

There can be little doubt that the study of Zoology is most profitably as well as most pleasantly begun in the field and by the seashore, in the Zoological Garden and the Aquarium. In a very real sense, it is true that the best zoologist is he who knows the most animals, and there can certainly be no better foundation for a strict and scientific study of the subject than a familiarity with the general appearance and habits of the common members of the principal animal classes. But Zoology as a branch of academic study can hardly be pursued on the broad lines of general natural history and must be content to lose a little in breadth of view—at least in its earlier stages—while insisting upon accurate observation, comparison, and induction within the limited field of Laboratory and Museum work.

These remarks apply equally well to Botany. A well-balanced course in Biology, then, will be one having a proper adjustment between the two phases of the subject and embodying those principles of each which make for the educational wellbeing of the pupil.

Special Value of Biology in a Scheme of Education.
The reader is referred to Chapter I of *The Teaching of Biology*, by Lloyd and Bigelow, for an admirable exposition of the culture value of Biology. A few extracts from the Summary are given here to indicate the line of argument:

The special value of biology in education must be indicated chiefly by the nature of the material with which it deals. . . . The study of biology, because it is a study of objective realities, tends to develop the disinterested judgment, to teach the individual how to adjust himself to his surroundings, and to raise the ideals of life.

Biology has a special value in its usefulness in multiplying the interests of the mind, thus furnishing sources of pleasure which are deep and lasting and which produce no bad effects. They are such as are within the reach of all.

Biology calls for a large degree of caution in its method of thought. In this it resembles real life more nearly than the