

into habits, life histories, external characters, and economic relationships to man. It resulted in the accumulation of museum collections and a body of fact, focussed often about the concerns of classification. However, on the facts and material gathered in this field, the generalizations which distinguish the modern science have been based. So it has been the forerunner and the foundation of Biology. At the present time, the term is employed in much the same general sense; that is, the general accumulation of facts about plants and animals by observation and collecting out-of-doors. But the strong emphasis placed a few years ago by the schools on elaborate laboratory work for the sciences has obscured its position and use to some extent. It is only quite recently that it has been, as it were, rediscovered as a proper interest and factor in an education which includes an acquaintanceship with Biology.

Place of Natural History in an Elementary Course in Biology. A school course in Biology should be properly related with the Natural History side of the subject. The education of the pupil in and through the subject should accord with the development of the subject. There must be a recognition of the natural and historical relationship existing between the old-fashioned and informal study of plants and animals out-of-doors and the modern and formal studies in the laboratory. The out-of-door work should bring an interest and meaning to the laboratory work, while the laboratory practice should explain the out-of-door and incite to further and deeper observation. The two sides of the study are interdependent and inseparable. The pedagogical need for their mutual use is well expressed in the preface to Parker and Haswell's *Text-book of Zoology*: