

tempt to walk the student round the boundaries of their particular domain, expounding meanwhile the pleasures to be experienced inside; or else they take him up in a balloon, and give him an admirably arranged, though hazy birds-eye view of the whole prospect. Some books on the other hand aim at an exhaustive study of certain commanding points; they take the student inside the circle of their science, toil with him up the Pisgah heights, and point out the pleasant lands lying beyond.

If the master thinks a text book is necessary for the instruction of his pupils, and if only one of these sorts is to be selected, I should unhesitatingly recommend one of the latter kind. It implies, I admit, accurate, if not extensive knowledge on the part of the teacher, but I think it unlikely that any teacher who had himself pursued, and who was himself teaching such a course, would not be continually widening his knowledge around these centres.

I should not be consistent with what I have already said, did I not insist that in any systematic course of Biology the teaching must be from the less to the more complex. This unfortunately is not always attended to, and complicated processes are invested with a fictitious simplicity which does not belong to them, while the simplest life processes are regarded as mysterious. I could cite endless instances of this fault.

It follows, that if we accept this order of things, that an Elementary Biological course must be, in the main, observational, for it is in the study of the most complex part of Biology and Physiology of the higher animals that the accurate experimental methods of physical research have been employed.

It is impossible to recommend any one Book which would satisfy all the requirements of such a course, but the Elementary Biology of Prof. Huxley and Martin is as near perfection as any I know, and is valuable not only for the lessons there detailed, but as a model to an intelligent teacher for similar lessons.

It may be said that the qualities necessary for a teacher to give such a course are exceptional; that it is rare to find the accurate knowledge of several sciences which is taken for granted above. I do not see, however, why we should not expect as much of a teacher as we do of the pupil. I adhere to my opinion that any one with aptitude for imparting knowledge, who has had the advantage of such a training, will be able to teach again adequately what he has learned; and more than that, he will constantly in his teaching add an item of knowledge to the various nuclei he has first gained, till his knowledge, increasing in ever-widening circles, will render him all the more suitable for his position.

For the teacher must be a man of catholic sympathies, not stopping to specialise even in his leisure hours, for his time will be taken up with devising new methods of illustration and experiment, in keeping himself *au courant* with the great advances of the science he teaches, and in seeking in his neighbourhood, new material for illustration, and thus being able to encourage a liking for out-door work in his pupils.

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