

It is impossible ever to state the last thing about any proposition. All knowledge is relative. What is very elementary to one mind may be very technical and advanced to another. It is neither necessary nor desirable to safeguard statements to the beginner by such qualifications as will make them satisfactory to the critical expert in science. The teacher must understand that while accuracy is always essential, the *degree of statement* is equally important when teaching beginners.

The value of biology study lies in the work with the actual objects. It is not possible to provide specimens for every point in the work, nor is it always desirable to do so; for the beginning pupil may not be able to interest himself in the objects, and he may become immersed in details before he has arrived at any general view or reason of the subject. Great care must be exercised that the pupil is not swamped. Mere book work or memory stuffing is useless, and it may dwarf or divert the sympathies of active young minds.

The present tendency in secondary education is away from the formal technical completion of separate subjects and toward the developing of a workable training in the activities that relate the pupil to his own life. In the natural science field, the tendency is to attach less importance to botany and zoölogy and physiology as such, and to lay greater stress on the processes and adaptations of life as expressed in plants and animals and men. This tendency is a revolt against the laboratory method and research method of the college as it has been impressed into the common schools, for it is not uncommon for the pupil to study botany without really knowing plants, or physiology without knowing himself. Education that is not applicable, that does not put the pupil into touch with