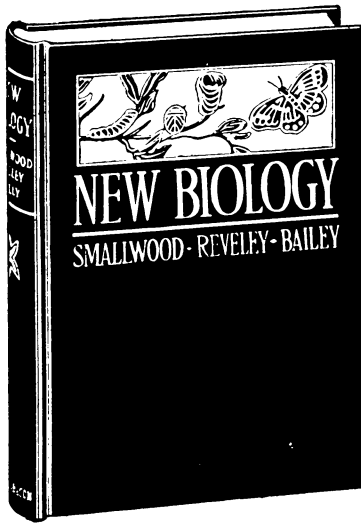


# BIOLOGY: How does it Educate?

**G**ENERAL biology offers the pupil a dramatic experience in a new realm of interest, with new tools and a new point of view.

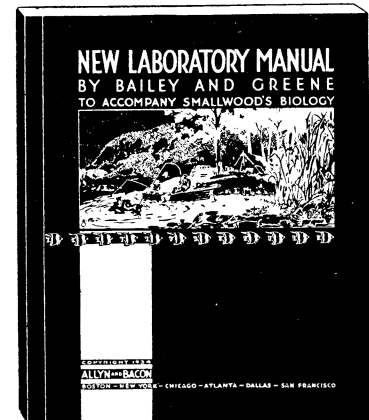
For the young pupil there is romance in the discoveries of great biologists which have done so much to benefit humankind,—in the persistent warfare which the quiet Pasteur waged against disease, in Harvey's tireless effort which resulted in the discovery of the life-stream, in Koch's activities which resulted in the increasing control of the white plague.



In general, biology is the study of the fundamental functions of living things, thus enriching the student's own life; in particular, it is the creating of scientific attitudes toward ourselves and our living environment. It parallels in its objectives the cardinal aims of education.

The biological unit is the *living* individual. It is through the study of the life processes common to all living things that the fundamental facts of human living are learned. Out of this mass of old and new facts comes the knowledge of the interrelationship of man to the plant and animal world. The need for conservation of plant and animal life and the need of development and improvement of all living organisms result as a natural corollary.

The textbook is the medium for transmitting facts. It should not only teem with facts, but it must provide a program of pupil activities. It must furnish plenty of indoor laboratory work for the discovering of facts and proof, and field work for stimulating interest in life processes. It must emphasize Health by establishing habits of physical and mental well-being; Vocation by discovering interests and aptitudes as a help in vocational guidance; Leisure by developing leisure-time activities; Citizenship by presenting situations which have direct bearing on home life, group conduct, and human service.



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