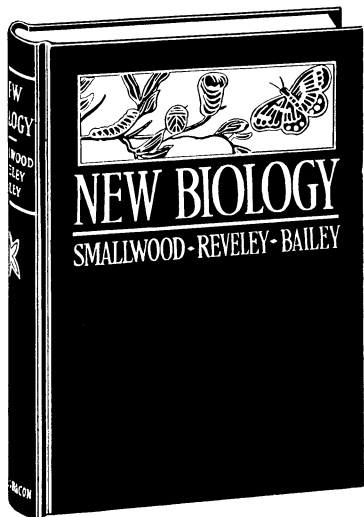


BIOLOGY—The Science of Life

Life, like a dome of many-coloured glass,
Stains the white radiance of Eternity.—*Shelley.*

BIOLOGY offers the young pupil a dramatic experience in a new realm of interest. In the world of biology the young learner will begin to fathom some of the profound truths that underlie the mystery and power of life. He will find answers to many of the questions for which youth is always seeking an explanation.



The learner travels from the known to the unknown. In biology he begins with familiar plants and animals and learns their life processes. Gradually he is led to what is new by noting how life processes with which he is already familiar are found in plants and animals which are new and unusual to him.

Properly taught, biology directs the growing interest of the pupil to himself, as an example of how all these life processes are continued in human biology.

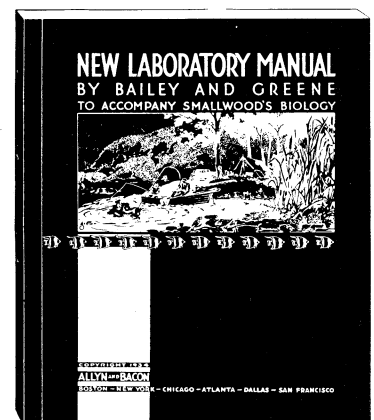
The biological unit is the living individual. It is through study of the life processes common to all living things that the fundamental facts of human living are learned. Out of this mass of old and new facts comes the knowledge of the interrelationship of man and the plant and animal world. The need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

provement of all living organisms become the natural conclusions of this study.

In general, biology is the study of the fundamental functions of living things. Thus it enriches the student's own life. In part it creates scientific attitudes between him and his living environment. In its objectives the study of biology parallels the cardinal aims of education.

The ideal course in biology teems with facts but it must, at the same time, provide a program of pupil activities. It must furnish plenty of indoor laboratory work for the discovering of fact and proof, and field work for stimulating interest in the study of life processes.

This course 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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