SOME PRESENT-DAY PROBLEMS OF ZOOLOGY TEACHING

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In coming before you to-night I wish first to express my appreciation of the high honor of being chosen to serve as vice-president of the section set aside for the zoologists in this great organization of American men of science.

It happens that, owing to the absence of our vice-president of last year, there has been introduced a new policy, that of asking the newcomer to give the annual address. When the readjustment is being made both the speaker and his audience are aware of some of the advantages of the older policy.

My predecessors in Section F have dealt with a widely varied list of topics. Some have discussed in a trenchant manner that special field of research which they have personally cultivated, others have dealt with more general problems or have surveyed the accomplishments of recent years in some particular field of zoology.

There is another aspect which is a very live problem in educational work, but which we are inclined to give scant attention. I refer to the ever-growing complaint regarding the teaching of the sciences. Perhaps its consideration might better be left to other groups, but I have had the temerity to choose for tonight this general subject and I shall ask your indulgence while I speak of “Some Present-day Problems of Zoology Teaching.” Let me hasten to explain that I do not intend to suggest some new method of examinations, nor of mid-term or weekly or daily reports. Neither do I pose as an educational expert—my dis-