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**ADVANCES IN METHODS OF TEACHING.**

**ZOLOGY.**

By *advances in teaching* I understand the use of desirable methods not now generally employed, for while the common methods of this generation are advances over those of a preceding one a discussion of this fact could have no possible value and only an historical interest to us.

I take it that the common method of teaching zoology is by means of laboratory work supplemented by lectures or recitations, and, further, that both teacher and institution are well equipped for this work; these are prerequisites, the need of which need not be emphasized here. Beyond and in addition to these common provisions what advances in teaching zoology are both possible and desirable? Many minor features might be considered, such as certain improvements in laboratory and museum methods, the best sequence of subjects, the relations of lectures to laboratory work, etc.; but I prefer to emphasize two, and only two, main features, viz.: (1) the relations of research to teaching, and (2) the study of the whole of zoology.

I. One of the greatest possible advances in teaching zoology would be the promotion of research work in all institutions of college or university grade and the establishment of the closest possible relations be-