

ence felt by the whole establishment. No man ever exercised a more genial personal influence over his students and assistants. His initiatory steps in teaching special students of natural history were not a little discouraging. Observation and comparison being in his opinion the intellectual tools most indispensable to the naturalist, his first lesson was one in *looking*. He gave no assistance ; he simply left his student with the specimen, telling him to use his eyes diligently, and report upon what he saw. He returned from time to time to inquire after the beginner's progress, but he never asked him a leading question, never pointed out a single feature of the structure, never prompted an inference or a conclusion. This process lasted sometimes for days, the professor requiring the pupil not only to distinguish the various parts of the animal, but to detect also the relation of these details to more general typical features. His students still retain amusing reminiscences of their despair when thus confronted with their single specimen ; no aid to be had from outside until they had wrung from it the secret of its structure. But all of them have recognized the fact that this one lesson in looking, which forced them to such careful scrutiny of the