

object before them, influenced all their subsequent habits of observation, whatever field they might choose for their special subject of study. One of them who was intending to be an entomologist concludes a very clever and entertaining account of such a first lesson, entirely devoted to a single fish, with these words: "This was the best entomological lesson I ever had, — a lesson whose influence has extended to the details of every subsequent study; a legacy the professor has left to me, as he left it to many others, of inestimable value, which we could not buy, with which we could not part."¹

But if Agassiz, in order to develop independence and accuracy of observation, threw his students on their own resources at first, there was never a more generous teacher in the end than he. All his intellectual capital was thrown open to his pupils. His original material, his unpublished investigations, his most precious specimens, his drawings and illustrations were at their command. This liberality led in itself to a serviceable training, for he taught them to use with respect the valuable, often unique, objects intrusted to their care. Out of the intellectual good-fel-

¹ *In the Laboratory with Agassiz*, by S. H. Scudder.