

to the knowledge of its local Natural History and Geology, the two departments in which the work of the Institute for the most part lies. The knowledge of the geographical distribution of its plants and animals, for example, makes at first very rapid strides, but progresses more slowly as time goes on. The discovery of new species becomes more and more rare and the recognition of new species as new involves ever increasing research. So, also, the main features of the geological character of a new country are apparent even to an observer who is provided with no large stock of geological lore, whereas when the surface problems are solved and more intricate questions come to be investigated, their solution is found to require thorough knowledge and deep research. We cast no slur upon the early workers in the Natural Science of this Province when we say that much of their work was of a character that required no very thorough scientific training. Nor do we glorify ourselves when we assert that in these latter days the problems that confront us are, in general, of a higher and more difficult order than those which naturally first presented themselves for solution.

Unfortunately, scientific education in Nova Scotia has not kept pace with scientific investigation; and now, when progress in our local scientific knowledge demands more thorough training than in former years, we find ourselves with no body of young men whom our Schools and Colleges have provided with the necessary training, and with but few who have had the energy to train themselves. We lack even the constituency which most scientific societies find in the Colleges themselves. If we look through the records of such societies, we find that usually a large proportion of their memoirs are contributed by College Professors, men who are appointed not only to teach but to extend the bounds of the departments of science which they profess, and who for that purpose are enabled to devote their whole attention to comparatively small departments. Our Colleges are so small and so poorly equipped that in general their Professors require to teach, and therefore to spend their time in studying, several subjects instead of one. And it is consequently almost impossible for them, however able they may be, to lend a hand in work