

As an example I might refer to the discussion on *Monotropa* and *Comandra* last winter and to the results arising from the questions then considered. Many other doubtful points call for further study. How little we know about the way in which our common wild flowers are fertilized ; we know in a general way which are fertilized by wind and which by insects, but the particular agents that perform the work for each species are known in very few instances.

Even in such an apparently simple matter as the circulation of sap there is a great deal of uncertainty, and there is reason to believe that the theory given in the text books requires revision. Many other points are as vague, but enough has been said to show that in the department of Botany there is ample room for all our energies.

But as I mentioned before, important as our work as collectors and investigators undoubtedly is, I think it second to our educational functions. I have already given you a brief sketch of what we have done in that way, and it seems extraordinary that so few have taken advantage of the opportunities we have offered them. We have had not only to put the means of instruction before people, but have had to persuade them to take advantage of it. I have even heard parents say that they did not want their children to be bothered with learning even the few branches of Natural History that have been taught in our Public Schools, and this in the face of the enormous benefits which are acknowledged by all to have been derived from scientific investigations. It is not too much to say that the almost phenomenal strides which have been made in the progress of the world during the past century are due entirely to the development of scientific knowledge.

Having said so much this evening about our desire to develop the educational advantages of the study of Natural History, it may naturally be asked what are the advantages offered in this line by association with such an organization as our Club? I would answer there are certain direct advantages of a special educational value. First amongst these may be mentioned the inculcation of methodical habits of thought by which all discoveries must be examined. The results of each examination must then be carefully recorded in a neat and systematic manner ready for reference at any minute on some