

here stop to detail, but which would be of value to science if made with accuracy and regularity. Much of this work is now being done in Nova Scotian schools through the stimulus given by the Superintendent of Education, Dr. MacKay. Some of the results of this work might not be accepted by scientific experts; but though you cannot expect to make trained experts out of boys and girls, you can make them beginners. You can impart a zest and pleasure to their country life that they never enjoyed before, and you can make them know and appreciate their home surroundings.

But how is all this to be done? I think I hear some one asking, Where is the time for it? and can teachers direct such work in which they themselves have received but a scanty training?

Children are born investigators and observers. Under proper direction they will become interested in and readily undertake at least some of this work. And the wise plan would be to see that they do not attempt too much. Such work will not interfere with the regular school work,—it will rather stimulate and encourage a greater zest for knowledge at first hand; and the students will bring some of this vigorous outdoor life and investigating spirit into the schoolroom; and there is plenty of opportunity for its exercise there.

Very little of the work that I have outlined above can be done in the schoolroom, and so much the better if it is not, provided that the impulse and direction come from the teacher. I have seen some excellent results—provided a definite end is kept in view—from the organization of an outdoor club, an observation club, a village improvement club, among larger students. A little skill is required to direct these movements, and a wide sympathy with nature and children.

Interested students will not be satisfied with investigations in their own locality. They will come to find out that every hill, every valley, every river, lake and bog, has some peculiarity in formation, or in the life which inhabits it, which makes it different from the hills, streams, lakes which are found elsewhere. They will soon come to have an interest in comparing their own section with others; and hence will make excursions into other places and meet with other students to compare the results of their observations. This is the spirit of investigation that is abroad in this the beginning of the twentieth century, and one is surprised that it has not taken a greater hold in these provinces, where so much that is new and undiscovered in our natural features awaits the enthusiastic and keen-eyed explorer, and where such matchless scenery tempts him to its rivers and woodlands. In New Brunswick we do not know accurately the heights of its mountains; many of its lakes and streams have not yet been explored, except by lumbermen and sportsmen; we have not sufficient data to make correct maps of the province; the distribution of its plants and animals is not known to any considerable extent. And I presume that this is largely

the case in Nova Scotia. The scientific world is looking to us for more exact information on all points regarding our climate, natural features and resources. And we are looking to our teachers and students, to those who have a bent for exploration and investigation, to solve some of those problems; which will be a wholesome and invigorating pursuit to them and a real benefit to the scientific world.

But the greatest advantage will be to have this spirit of investigation aroused in our young people, to awaken their interest in the capabilities and fine natural scenery of these Atlantic Provinces, thus begetting a wholesome admiration and respect for their own country—a kind of loyalty that needs to be patiently and insistently cultivated.

Have I outlined too large a scheme for you to follow out? Be contented with small beginnings. To attempt too much will result in discouragement and failure. But there will be among your students the beginners in public life, in agriculture, in history, geography, science, literature, in everything that tends to a higher and better life. Strive to infuse into them this investigating spirit—the spirit that seeks to discover, to think out and to know the truth. It will be an inspiration to your own life as it will be to theirs, and give a keen, vigorous and healthy tone to everything you undertake.

I read in a paper a few days ago this paragraph: "The vacation is now approaching, and the poor, tired teacher will now have a rest." The poor, tired teacher! Well that seemed to me a little funny! Wherever I meet teachers, whether at their institute meetings or travelling in the trains, they seem to me to be a well dressed, healthy, vigorous and happy lot of people; and as I look round among you to-day I see the same abundant life and spirit, a life and spirit which I hope may never give place to weakness, care or anxiety. And there is no reason that it should. It rests with yourselves in training the fresh, vigorous life in the schools and communities to which you will shortly go, to have your own lives stimulated and refreshed. And wherever I may meet you after this, in schools or institutes, or in travelling, I hope that I shall see the same evidences of bright intellectual enjoyment, the same evidence of healthy and vigorous life and spirit that I see before me to-day.

A friend has sent this delicious bit of a prologue to the popular song, "Go way back and sit down." A young superintendent was requested to address a few words to the assembled pupils of the schools, to the headship of which he had just been elected. Facing the expectant youngsters from his intellectual heights he began with the question: "Well, children, what shall I talk to you about?" A bright boy, who is going to be a steel trust lawyer some day, chirped up, "What do you know?"