

ed,—adjectives are superfluous; the facts speak for themselves. If this mass of varied but condensed information could pass at definite stages, or stated intervals, into the hands of scientific men competent to combine and relate the facts thus recorded, the resulting generalizations would be of far more than local interest. The plan is susceptible of almost infinite geographical extension, with correspondingly large results, and its general adoption would bring into existence, within a few years, a body of detailed information far in excess of what is likely to be obtained in the same time by any other means, and of untold value as a contribution to the knowledge of our country and to the wider realm of science.

In reviewing the field for men to assist teachers in carrying out the plan, and to, partially at least, discuss the work done, the inspector appears to me to occupy the ideal position. He is personally acquainted with every portion of his district, and comes into immediate contact with every teacher twice during the year. In this contact is the opportunity for personal discussion of more difficult problems, for actual demonstration of Nature Study methods, and for communicating interest and enthusiasm, not possessed by any other individual. From his hands the maps and accompanying notes would naturally pass on to the superintendent of education, to be worked up by him, or brought to the notice of specialists in the different departments represented. The superintendent would be related to the inspectors of the province, and the inspectors to the teachers of their respective districts, as the teachers are to their several groups of pupils. As thus briefly outlined, an existing organization could be utilized for purposes of scientific investigation, the services of 100,000 workers in Nova Scotia alone could be enlisted, and the results of their work brought into the hands of eminent scientific men at home or abroad.

Already the personal efforts of the superintendent have secured the co-operation of quite a number of teachers, and presumably of their pupils also, in the carrying out of the "Local Nature Observations." The plan outlined would include what is being done at present, and secure in a systematic way a greater body of material. The success attending the present work demonstrates the feasibility of the larger plan, and gives assurance of the success that would attend its operation. . . .

I have a substitute plan of organization to offer to the teachers of Kings County, far inferior to the one above outlined and devised to meet present conditions only. Two years ago a Kings County branch of the N. S. Institute of Science was organized at Wolfville, its objects being mutual encouragement in scientific work, the dissemination of scientific information, and the investigation of the natural history of the county. If any desire to put the plan in operation in their schools, I will give what aid I can in suggestions, and endeavor to work up the minerals and rocks collected. County branches of the Institute of Science, though they

might furnish great encouragement and assistance, can never become so closely related to the teachers as the organization previously outlined. \* \* \*

Possibly the means suggested to attain the ends desired may appear trivial to some. The objects to be used are the commonest, and they are frequently insignificant or worthless in their relation to practical life. The beginner in this study cannot see the beauty of adaptation or relation, or read the history of the earth from scenery and the rocky strata of the crust. The higher, fuller power comes only with years of patient observation and study, and those who have not the power must accept the authority of those who have already travelled the road before them. Trivial though it may appear in practice, no other road will serve in Nature Study; and one who will succeed may have to face scorn and opposition from all who have a narrower outlook. Conscientious service in a great calling, resolution to attain the best of which we are capable, and willingness to follow where others to whom we look up to point the way, will raise us above the petty obstacles that confront us and qualify for leadership.

In modern warfare the men are widely scattered along the firing line. Thus separated they lose the sense of mutual support, and common enthusiasm. The success of all none the less depends on obedience to orders, individual skill, and the grim and persistent determination to apply it. The conflict between education and ignorance is in full course, and fraught with untold import to the individual and the nation. The public school teachers are out along the firing line, and the nation's weal depends on how they do their duty. Moral and spiritual, as well as intellectual forces, are at their command, and their influence is second to that of no other class in the upbuilding of true manhood and womanhood.

Language, mathematics, history, are essentially human studies making for intellectual advancement. In nature we are considering a Creator's work, and this, if properly studied, must make for simplicity, purity, and a wholesome higher plane of living.

If you expect to have lessons learned, make them short.

A school inspector in England asked a child in a primary school to tell him as nearly as possible what he understood a pilgrim to be.

"A pilgrim is a man who goes about a good deal," was the reply.

This seemed not quite satisfactory to the inspector, and he said, "I 'go about a good deal,' but I am not a pilgrim."

"Please, sir, I mean a good man," was the eager addition.

One does not ordinarily look for a joke within the pages of a dictionary, but a Philadelphia paper finds a bit of humor in the *Century* under the word "Question." "To pop the question—see pop."