

First came the question of time. The curriculum seemed already crowded. Other work showed results which could be seen; Nature Study was so entirely a matter of attitude that naturally there was a strong temptation to let it, if anything, be left undone.

Then, in the teachers themselves some difficulties arose. It was hard for them to forget the habits of years and cease to regard knowledge as the chief object of education. They wished to give information and when directed not to tell too much, in some cases went to the opposite extreme and did not even guide, but turned their classes adrift. Their lack of knowledge troubled them, and in a few instances topics were shunned for fear the pupils might ask questions which they could not answer. In spite of these difficulties, however, the teachers have done remarkably well; and I must express my admiration of the Winnipeg teachers as a body, for having taken up so well, work which was completely foreign to all their traditions.

Another difficulty arose with the pupils, in a few cases. They thought they knew all about the topics suggested. "Fancy studying a cat!" They had had one in the house for years. A very little trouble showed them how much they really knew.

Another difficulty was the "parent who didn't believe in such nonsense as studying a butterfly's wing." We heard of a few parents who objected to the work and at the same time showed a consummate ignorance of all about it. However, I am glad to say we received from the parents more encouragement than the reverse.

Last of all arises the question: "What results have been attained?" It is too soon to answer such a question when it is remembered that the work has for its end, not the mere acquisition of knowledge, but the development of interest and mental power; still, I think that results can be seen, for I have asked many times: "Do you see any results?" and have received such answers as: "They see much more;" "They see things they would never have seen before and are always asking questions about something." Surely interest and faculty for observation are things worth working for, and, to those who ask for knowledge as a result, many things can be pointed out as having added to the pupils' stock of facts. We have four months more to work in. If at the end of that time we can feel that the pupils as a whole are a little more interested, sympathetic, observant and self-reliant; and if they realize better that in all things, great or small, animate or inanimate, there is something wonderful, something worthy of study, then indeed our work has not been in vain.