

firmament of Natural History, we must leave this historic review to present some other aspects of our subject. Before dismissing them let us remember their toils along a tedious road, along which they had glimmerings of light and hope from that glorious prospect and clearer mental atmosphere which their efforts opened up for our gratification, our intellectual enjoyment and general welfare. Let us be grateful and worthy our inheritance.

Now, scientific truth is not the property of the few, for it is a part of the woof of common life, and all await the solution of the problem and mystery of existence. Since all science is tending this way it must be generally diffused, and this can be done in no better way than by making it a part of the intellectual culture afforded by our common educational systems.

There will be, as there always have been, those with particular aptitudes for the study of Nature, who will pursue it with the noble interest that its truths inspire rather than for the sake of its usefulness to humanity, but their labors are woven into the practical resources of our life. Other abilities, other qualities are required by those who use the truths and principles evolved by the scientist in their practical adaptations to man's material wants and daily uses. One is the researcher, who communes with Nature to allure from her secrets and laws which the mechanical genius readily seizes upon and incorporates in his inventions. The world is most appreciative of the latter, and showers upon him her praises and emoluments, while man in his short-sighted selfishness is too prone to forget and neglect the scientist, who is thus kept behind the scenes of the world's stage. However, such minds are recompensed by the pleasures they find in the discoveries of Nature's truths and in the assured feeling that they are bettering the condition of the masses. Those who pursue science for its own sake rather than from a utilitarian point of view should be fostered and encouraged by the Government of the land and by society's most influential classes. It is from the prevailing tendency of our age to be material and practical that more assistance is not given to naturalists, and the study made more a part of the curriculum of our Public School systems. To be sure, the students of our universities have opportunities to develop scientific tastes, but they form a very small fraction.