

But the principal division is the *genus*, plural *genera*, another Latin word. The genus is a group of much closer resemblance or relationship than the order. No definite rule for what constitutes generic relationship has yet been laid down. Consequently we often find the older genera of botanists broken up or re-arranged by later botanists. The *species* is the individual. This is another pure Latin word. And as it is of the *fifth declension* according to the grammarians, its singular and plural are alike. A plant is botanically named, therefore, by giving its generic, followed by its specific class. Thus, *Trifolium pratense*, L., is the Red Clover, *Trifolium repens*, L., the White Clover. Or, if we translate the names in the Latin order, they are, the "Clover of the Meadow" and the "Clover Creeping"—the specific or adjective name coming last. As some of the older genera as mentioned above, have been recast, it follows that a plant may be known by different botanical names in many cases according to the author followed. It is often useful, therefore, to place the initials of the author after the specific name. Thus the L. in the above names stands for *Linnaeus*. For instance, our common wild strawberry is the *Fragaria Virginiana* of Ehrhart, and the *Fragaria Canadensis* of Michaux. Our common purple-fringed orchid is the *Habenaria psycodes* of Gray, *Orchis psycodes* of Linnaeus, *O. fimbriata* of Pursh and Bigelow, *O. incisa* of Muhlenberg, *O. fissa* of Widenow, and *Platanthera fimbriata* of Lindley. This last, of course, is an extreme case, but it illustrates the advantage of remembering the author. It is not necessary however. For in Nova Scotia a botanist is supposed to follow Gray's Manual if he does not specify to the contrary.

Some people affect a great dislike to these Latin names. But why? If the

plant is known the Latin name is as plain as the English, and often much more easily spelled. A person who is not a classical scholar need not be afraid of bad quantity or the wrong accent in these days of degenerate classics, for some of our best botanists would most pertinaciously shock the ears of a polished Roman. In Gray's Manual, an excellent guide to pronunciation is given by the *u e o i* the acute and grave accents. When we notice that such local names as "Snake Berry," "Evil Weed," "Maiden Hair," "Mayflower," mean different plants not only in different countries, but often in different counties, and sometimes in different localities in the same county, then we cannot help feeling the necessity of using international, cosmopolitan and unambiguous names—the scientific names of our standard manual.

[For the SCIENTIST.]

NATURAL HISTORY LESSONS.

III.—INSECTS.

School work should be done in the department of entomology during the summer months, as then the pupils will have an opportunity of continuing the study out of doors while their interest is yet fresh. If the teacher succeeds in leading them to do so he has gained his object, no matter whether the facts he has presented be few or many. He must remember, however, that by telling the pupils in regard to the objects used what they would be able to discover for themselves, he is not only detracting from the value of the work, but actually making it less interesting, for every child is a born naturalist, and will eagerly enter into the study of nature when once he finds out that he can do so and that there are discoveries that he can himself make.