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ENTOMOLOGY IN SCHOOLS.

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Having prepared a case of insects for a Toronto Public School teacher, for her class-room, I thought it might be a stimulus to others to do likewise, if the details were given some publicity.

All of us with medium-sized or large collections have duplicates enough from which to select material for such a case without impoverishing our collections, and now that so many public schools have departments of manual training there should be no difficulty in getting the teachers in these departments to co-operate by supplying the necessary cases. As a suggestion to manual-training teachers, the principal point in building insect cases is making them proof against pests; *i. e.*, tight-jointed. The simplest form of case would be one with a rabbet on the inside edge of the sides, into which a piece of glass could be placed and fastened with gummed paper. Sheet cork is necessary as a lining in the bottom of the case to hold the pins securely.

My idea in preparing the case was to give the scholars some knowledge of the leading characteristics of the principal orders and, with the specimens, fixing these points in their minds.

The accompanying plate needs no further explanation, except supplying what we are unable to read here on the labels. The pronunciation of classical names is indicated by very small hyphens and accent marks. Each label has a red border and black lettering. The size of the case is 19x16 inches. Most of the insects have individual labels on the pins giving the common name.

Insects, class Hexapoda, or the animal kingdom (from the Greek, hex—six, and pous—foot).—Air breathing, with distinct head, thorax and abdomen, three pairs of legs and usually one or two pairs of wings in the adult stage. Insects comprise four-fifths of the animal kingdom.

Order Hymenoptera (hymen—membrane, pteron—wing). Bees, wasps, ants.—Four wings, comparatively few or no transverse veins. Hind wings smaller than fore wings.