

pod, covered with particles of earth which adhere to it. When fresh the whole mass is soft and moist, but it soon acquires a firm consistency. It is often as long as the abdomen, and usually lies in a curved or slanting position. The eggs which compose this mass are laid side by side to the number of from thirty to one hundred, according to the size of the mass.

An Arabian fable represents the old world locust as saying to Mahomet: We are the army of the Great God; we produce ninety-nine eggs; if the hundred were completed we should consume the whole earth and all that is in it."

In the island of Cyprus, as well as elsewhere, the government has been endeavoring to exterminate the insect, by paying so much for each bag of locust's egg pods which are then destroyed. Sometimes the land is plowed down to bury the egg masses too deep to produce living insects. But there are vast tracts of waste lands in the world where no plows can be expected to draw a furrow.

Terrible famines have been caused by the locust, especially in ancient times, when the means of transport and communication between distant countries were undeveloped. Turn up to the prophecy of Joel, chap. II., 2-11, and read what is considered one of the most correct and sublime descriptions of one of these visitations. While life has not been lost to any extent in America through them, they have, nevertheless, destroyed millions of dollars worth of property.

We select as a description of a modern visitation of locusts, a letter from a lady in Butler County, Nebraska, July, 1874:

"The low-hung clouds have dropped their garnered fulness down. But alas! and alack! they were not the long-looked for rain clouds, but grasshoppers. As I told you before, they passed over on the 23rd, only a few alighting; but a strong south-west wind on the 24th brought back countless millions; and on the 25th their numbers were fearful to contemplate. They would rise in the air when the sun shone hot, but as it grew cooler they came down like the wolf on the fold. They settled like huge swarms of bees on every living thing. Fields of corn which had been untouched before were now stripped of tassel and blade. A field of early corn was being eaten so fast that the girls went to save a few ears, instead of going to visit a sick school-mate according to promise. Trees were so loaded with the pests, that those four and five feet high bent down until their tops touched the ground, and in some instances broke off. For three dreadful hours they dashed against the house like hail. So many come in at door and windows that every aperture was closed; but not until they were so thick on the windows that we were forced to make a business of slaying. The 25th of July will be remembered by the citizens of this and some other counties as the dark day, when desolation and devastation stared us in the face."

THE SCHOOL ROOM.

Lessons on Color.

(For the Teacher.)

The teacher must remember that in these lessons, when we speak of mixing colors, we mean the mixing of pigments, or colored matter. The mixing of spectrum colors, that is of colored lights, will in many cases produce very different results. By mixing blue and yellow paints, for instance, we make a green. But a mixture of pure blue and yellow light gives us a white. In the mixing of paints, etc., we must practically consider red, yellow, and blue, to be the primary colors. In combining colored lights we are equally forced to consider red, green, and blue, as the primaries from which all other colors may be produced. Accurately speaking, we do not always mix colors when we mix pigments. Absorption of color takes place according to very definite laws in the mixture of paints, so that the convenient nomenclature of color combination, with the ordinary artist, is sometimes far astray from the accurate statements of the physicist. The following table will illustrate:

COLORS COMBINED.	Result by Mixture of Light.	Result by Mixture of certain Paints.
Red and Green,...	Orange.....	Dark Green.
Yellow and Blue,...	White.....	Fine Green.
Red and Blue,...	Violet-Purple....	Deep Red.
Purple and Green,...	White.....	Dark Green.
Yellow and Red,...	Yellow-Orange....	Red Orange.
Purple-Violet and Green,	Pale Violet-Blue...	Black.

When we use the word colors, then, in the primary school-room, we understand it to mean, not colored light—the true color—but colored matter, which when mixed together does not give us exactly the colors of each before combination. Thus the real colors, yellow and blue combined, gives white. But yellow and blue crayon rubbed together gives a green. Therefore, it follows that when the colored matter was combined, all the colors of the spectrum which produced white were absorbed, except the green. We say, then, yellow and blue make green—meaning yellow and blue paint makes a green paint. For a short explanation of the nature of color see Gage's Elements of Physics, in our high school course. For a full and most satisfactory exposition, see Rood's Modern Chromatics.

Lessons for Primary Classes—Secondary Colors.

5. ORANGE.

(a) Mix red and yellow by means of colored chalk crayons on the board. Draw a square to say twelve inches. Draw red lines vertically in it, as far apart as the breadth of the lines. Then draw yellow lines between them. Finally blend the two