

exhaustion of financial means which prevented the cutting of the Panama Canal, so much as the impossibility of carrying on the work in that mosquito-infested territory, which obstacle has been overcome by the application by the United States officials of such anti-mosquito measures as the study of the mosquito problem has shown to be necessary. It is now realized that flies, such as our common domestic fly, were responsible, by the carriage of the germs of enteric fever, for far more deaths in the South African War than all the bullets and shells of our adversaries. The activities of insects not only increase the rates of mortality, especially of our young children, in large cities, but also deprive man of the results of his patient toil on the land. It is estimated that in the United States and Canada that the total annual loss due to the depredations of insects alone is from 10 to 25 per cent. of the total value of the crops produced, which loss annually amounts to millions of dollars.

As an example of the enormous depredations of injurious insects in Canada, a species of saw-fly is causing the destruction of all the larch or tamarack trees over a tract of 1,500 miles of forest. In the eastern United States, two insects, the gipsy moth and brown-tail moth, which have been accidentally introduced from Europe, where they are kept in check by their natural parasites, are entailing an annual expenditure of over a million dollars in attempting to control them, and they are still spreading. These facts alone serve to indicate the practical importance, which is not usually realized, of the subject of insect life.

A few years ago an enthusiast suggested that the subject of economic entomology, as the science of entomology as applied to man's welfare is termed, should form a subject of the second curriculum. In reply to this it was pointed out by the writer that if insect life, or in fact animal life, were properly taught in schools, and no one will deny that such should be the case, this would necessarily include a consideration of the relation of animals to ourselves. It is not merely that the cow gives us milk, boots and knife handles; the sheep, clothing and food; the bee, besides being an example of industry, supplies honey and wax; and the silk worm, adornment; but what is equally if not more important (to quote a single example) the house fly is not only an annoying but a dangerous insect, and a menace to public health on account of its habits, which are now well known. These examples serve to show how insect life should be correlated with lessons on other subjects as hygiene, etc. Nor should teachers be unwilling to talk about the less attractive creatures such as the louse, in view of the reports of the Medical Inspectors of schools on the percentage of verminous children; this is not a pleasant subject for a teacher to deal with, but it is a very