

advanced in justification of these random remarks strung together to form an article, are: first, that it is hoped that it may assist those who wish to make the teaching of natural history, in reference to insect life more particularly, of practical value to the child in showing the relations which these animals bear to man; and secondly, to show that this can be accomplished without any addition to already existing curricula, and how it can be correlated with such, at first, seemingly unconnected subjects as geography, hygiene and history. Teachers are realizing that it is only by a correlation of subjects that a harmoniously balanced system of education, as opposed to the ancient, and in many quarters still extant watertight-compartment and cast iron systems, that an all-round developed mind and a mind capable of thinking and reasoning can be produced.

For many years it has been the custom of a number of teachers to give instruction, both in school and in the open field, in the natural history of certain of the commoner creatures. Every child knows the tadpole and is acquainted with the fact that the butterfly is not always the gaudy creature it would have us believe, but that it has passed through a far more lowly stage before its promotion to a winged condition. Such facts as these were commonly inculcated. Then, like a tidal wave, the cult of "Nature Study" swept over the country; a new gospel to many teachers, but an old one to those who were nature lovers themselves. The great benefit of this insurgence was that it assisted in establishing the importance, which all true educationalists have realized for many years, of teaching the child the nature, relations, and meaning of the things around it, its fellow inhabitants of the world. To teach the child to see, what to many people is a closed book, the "fullness of the earth and the riches thereof." To enjoy to the full the unsurpassed pleasures of a country ramble, and to become an intelligent member in the great fraternity of living creatures, instead of an ignorant dweller on isolated Olympian heights. That to my mind is the greatest value of a rational system of instruction and guidance in this inexhaustible lore.

But to-day, such instruction is even more important, for with the advance of scientific investigations we are discovering daily that these humble fellow creatures, especially insects, bear a far greater relationship to the welfare of man than was realized some years ago. What has prevented the penetration and colonization of immense areas of the continent of Africa? Not the hostility of native tribes, nor impenetrable forests, for man has overcome these obstacles in other countries; it was nothing more than the presence of two small insects, the malarial mosquito on the one hand and the tse-tse fly on the other. It was not solely the