In presenting lessons on the above subject it does not matter much with which order one begins; but as the Lepidoptera form an interesting class, and specimens are abundantly at hand, it might be well to begin there. In Academies and advanced grades of High Schools, however, the work had better be taken up in a more logical Specimens must be used and a order. set should be provided for each pupil, (r, at least, for each couple when two occupy the same desk. Each set should consist of two specimens, a butterfly and a moth, representing different families of the same order. Common specimens are best. A more complete set would be two specimens of each, one showing the upper surface and expanded wings, the other the under side with wings folded. These should be mounted with insect pins on sheets of cork of proper size, the butterfly and moth being placed side by side on the same sheet. If cork is not at hand, γ substitute that will answer nearly as we'l may be made from pieces of pine board cut to the proper size. These should be planed down three-eighths of an inch or less in thickness. Small holes should then be made with an awl nearly through the wood, at points where the pins are required to be set, and these filled with beeswax for holding the pins.

Placing the specimens in the hands of the pupils, ask them to observe the characteristics of each and compare the two, noticing wherein they resemble each other and wherein they differ. About half an hour should be devoted to studying the specimens and taking notes thereon. For a subsequent lesson each pupil should write up from memory, with the aid of his notes, a full description of the objects studied. In most cases the pupil will, when it becomes necessary for him to write said description, go out and collect specimens for himself for further examina-

tion, as, with natural pride, he will wish to make his paper as complete as pos-If so, one very important end is sible. thus far obtained. When the next half hour for natural history comes around, each pupil should be requested to read his description. None will, of course, be complete. One will have noticed certain points overlooked by others, while some features will have been observed by all. The specimens should be again handled, and characteristics overlooked pointed out by the teacher. The pupils will notice that the antennæ of the butterfly are club-shaped, while those of the moth are filiform or pectinated, and may be told that by that difference the families can always be distinguished. They will observe the honey proboscis, but will need to be told that it is made by two prolonged lateral jaws joined together to form a tube. They will, perhaps, remark upon the eyes, and may be told that these are compound organs, being made up of a large number of facets or lenses, which circumstance more than compensates for inability to roll the eye as we are able to do. They will notice several things about the wings, particularly that they are covered with a powdery substance, and should be informed that this is not "feathers," but scales that overlap each other as those of the fish. A good microscope would reveal to them more fully the nature of the substance. They will have written something about the legs and abdomen, about the form and color, and will, perhaps, have observed the insects in Perhaps no one pupil will their flight. have made all these observations, but each will feel a little surprised that he should have omitted any, and will mentally resolve to be more thorough in future.

The teacher should then describe and illustrate by means of specimens the several stages of the insect's life—