

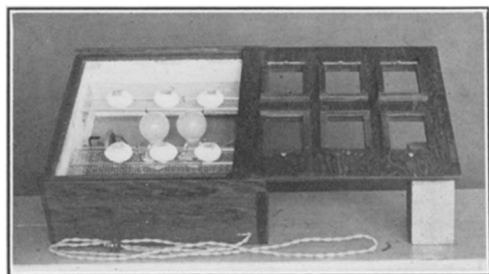
An Incubator for the Study of Living Embryos

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In the perusal of biological science at the Blackfoot High School the study of developmental processes has been given a prominent position. Surely in life science the study of the development of life is important. To aid these studies an incubator was constructed that may be of interest to other biology teachers.

A box was constructed having a length of 18 inches, a width of 18 inches, and a height of 8 inches. The box was lined with wood fiber for the conservation of heat. In the lid are six glass windows, each being 4 x 3 inches. The glass over each window can be removed separately for the insertion of eggs without necessitation of the removal of the larger lid. Figure I shows the finished incubator



INCUBATOR

FIG. I. Photograph of an incubator used in the study of living embryos. A section of the shell is removed, a cover glass is cemented over the opening, and the egg is placed under one of the glass windows.

with lid removed. The wafer-type ther-

mostat can be clearly seen. Two 60 watt Mazda bulbs are used as a source of heat. The eggs are placed on wire supports and kept in place by two glass rods.

Each day for six consecutive days a section of the shell of a hen egg was removed and the egg placed beneath a window. After a section of the shell was removed several methods were employed in the construction of a miniature window. One method was the cementing of a piece of sterilized white cellophane in place of the shell. A second procedure was the cementing of a three-fourths' inch cover glass over the opening. Collodion was used to adhere the glass to the shell. Small amounts of cotton were inserted in openings between the shell and the glass. The cotton was then covered with a layer of collodion. A third method was the use of adhesive tape to fasten the cover glass to the shell.

By use of this incubator one will have at the end of six days a demonstration of growing embryos for use in class demonstrations.

LANTERN SLIDES

Doubtless a large number of teachers have been making their lantern slides for years but how many have ever tried to teach students to make those particularly suited to the needs of the course and the locality? Even in the large schools