

## PREFACE.

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The present volume has been prepared with the object of aiding the study of Zoology in the Ontario High Schools. Already, one branch of Natural History—Botany—has been introduced with gratifying results, and it is thought that the addition of the elements of Zoology to the course may similarly awaken a wide-spread interest in animal life throughout the Province.

The plan of treatment adopted is substantially that of the Syllabus prescribed by the Education Department. Attention is first directed to the Vertebrates as the most familiar and conspicuous animals, but the essential characteristics of the chief groups of Invertebrates are also given, the greater amount of space being, however, devoted to such groups as have terrestrial or fresh-water representatives. In each of the classes of the Animal Kingdom, some easily obtainable form is employed as a type in which to point out the more obvious structural features of the class, and it is assumed that these will be verified by actual examination.

A number of figures have been introduced, partly with the view of facilitating such examination, partly to illustrate the less accessible forms. These have, for the most part, been copied from scientific works like the publications of the U. S. Fish Commission, Brehm's *Thierleben*, etc., but a few have been drawn for the occasion, Figs. 1 and 58 with several others, being from the pen of Mr. E. E. Thompson.

Much of the educational value of Botany as generally taught in schools results from the accurate observation necessary to employ the terminology correctly, and to make correct diagnoses: Zoology does not lend itself so easily to this kind of exercise, but it affords an