

From the movements of your aquarium specimen learn something of the fins in swimming. Which supplies the motor power?

Determine the use of each, the back or dorsal, the tail or caudal, the ventral or anal, and the two sets of paired fins; those next the head are the pectoral fins, the others, the pelvic fins. Some fish have more than one dorsal fin, in which case the one next the head is called the anterior dorsal. For fin modification examine the dorsal fins of the perch of our rivers and lakes, and the little stickle-backs from along our coasts. The sturgeon, dog-fish, shark, etc., show a different shaped caudal fin. Examine pictures of these and other fish.

Note the position and shape of the eyes. Are they provided with movable eyelids? Why not? Just back of the eye is the ear-region. Is it indicated in the surface? Read up in some good text-book on zoology an account of the ear of the fish, and its functions. Examine the mouth for teeth, they are readily detected in some species. Note the tongue, and looking farther back, the gill arches. Note their extent and attachment above and below. How many arches are there? Lift the gill-cover and examine the arches from the outside. What is the color of the arch, what, of the attached fringe-like part? What gives it its red color? What is the function of the gills? How is the same function performed for higher vertebrates, as dog, horse, bird and man? From what do fishes get their oxygen? How do land animals get their supply? How is the oxygen held in the water? Does this suggest an explanation why you must either change the water several times daily or else provide your aquarium with a growing water-plant? Give the explanation in each case. These and similar topics provide valuable exercises for the more advanced grades.

For the lower grades correlate this work with the geography of the country, by making lists of your more common fish, and the coast waters (if any), lakes and rivers where they are found.

The intermediate and advanced grades may, in a similar way, extend their studies to the Provincial and Dominion fisheries. Maps should be drawn showing the location of our coast, river, and lake fisheries, and the grades directed to the periodic movements of fish along our coast, and in inland waters. They should learn something of the laws regulating the fishing industry, especially those

enactments mentioning fish found in their locality, and the reasons for closed seasons, etc., and so come to have a wholesome respect and a due appreciation for law and rules.

Something should be attempted in the higher grades respecting the value of our fisheries. The Canadian Year Book contains valuable information along this line, and the Dominion Fisheries Report will tell of the work of the Government for their preservation and extension. Encourage the use of such literature.

It is impossible in our short space to outline a similar detailed study for the squirrel and the rabbit, but the teacher should adjust and arrange similar topics for each of these animals.

A caged squirrel presents some advantages for initial work, especially for the younger pupils of the lower grades. Be content to give these little people a few facts. Its shape, color, (above and below) size, body covering, the position of its body and tail while eating, how it holds its food; how it escapes from its enemies, how it runs and climbs, and jumps from tree to tree; its food, its industry etc., are topics of interest; Extend these for intermediate and higher grades, *e. g.*, under shape and coloring, you should lead your classes to appreciate how well the long slender body is adapted to the active climbing life it lives, and note its "protective coloration." Does this aid it in escaping from its enemies?

The Chipmunk, a cousin of the Red Squirrel, should, if time permits, be considered with it. Its smaller size, striped coat, and modest habits, are distinguishing points. It hibernates during the winter, living on the food, mostly grain and nuts, stored during the fall. Does the Red Squirrel store food too? Does he hibernate?

What is the food of the rabbit? How does he prepare for winter? Name some of his enemies, and point out some protection he enjoys. Tell something about the pest these animals are in Australia, and explain why they cause no serious trouble in this country. Lead your pupils to see that Nature imposes heavy fines upon man for disturbing her balance. As example, instance the pest of the English Sparrow, and of the Brown-tail and Gipsy Moths.

The intermediate grades may also take lessons on the preparation, in general, of animals for winter, the insects, the bear, the weasel, the wild-goose, etc.,