

NATURE STUDY LESSONS

3. LOCOMOTION AND SONG.

(a) Observations to be made by pupils.

Observe how the crow moves on the ground—does it walk or hop?

Does it fly smoothly or jerkily?

Where does it usually light?

What is its usual call?

Does it give this call when flying or at rest?

Has it any other sound?

Study carefully flocks of crows in a field and decide if you think they have a language.

Try to understand their language.

If any have pet crows, let them report on the different calls stating when each is given.

If a nest can be found, notice if the young crows are noisy.

(b) To the teacher.

The call of the crow is so well known that it needs no mention. Its "caw, caw" is given either while flying or at rest in a tree. Anybody who studies crows carefully will soon be struck by the various sounds they can make and will be convinced that they have a language of their own; but very few have studied the crow patiently enough to interpret that language. He flies strongly and steadily and is capable of moving with great speed. He walks over the ground with his strong feet, looking for food; he can also hop like a robin. The young are very noisy.

4. FOOD AND ECONOMIC IMPORTANCE.

(a) Observations to be made by pupils.

What food do crows seek on the ground?

Do they search the ground when no farmer's seed is there to be eaten?

What complaint has the farmer against them?

How are they injurious to other birds?

What harm do they do to poultry?

At what seasons do they injure the crops?

What is their food at other seasons?