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***THE NORMAL
SCHOOL BULLETIN***

***EASTERN ILLINOIS STATE NORMAL
SCHOOL, CHARLESTON***

**JULY FIRST, 1916
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**BIRD STUDY IN THE RURAL
SCHOOL**
by
THOMAS L. HANKINSON, B. S.

THE
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OF THE
CITY OF
NEW YORK

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BIRD STUDY IN THE RURAL SCHOOL

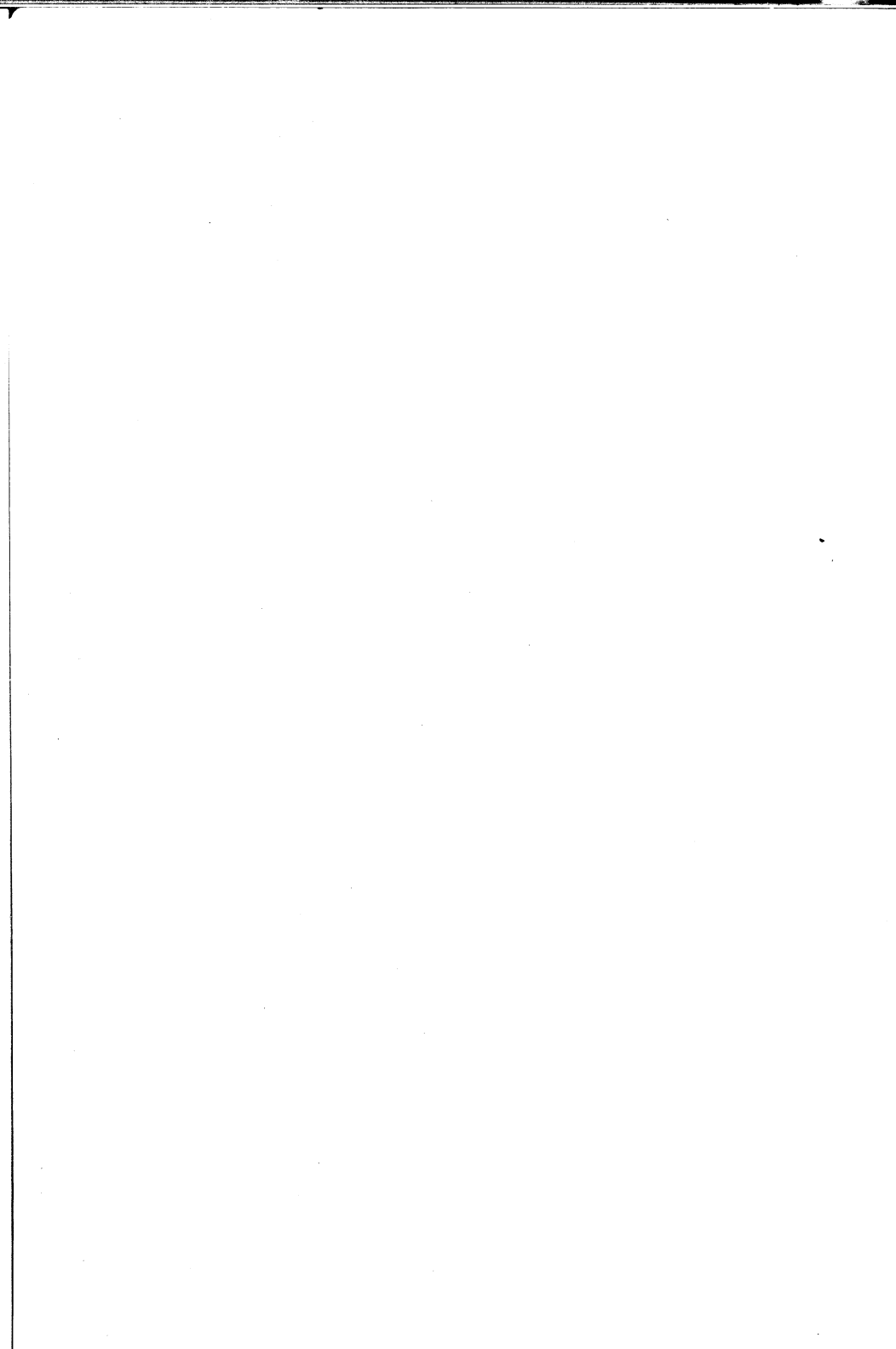
by

THOMAS L. HANKINSON

B. S. Michigan State Agricultural College and
Cornell University

Third Edition—Revised and Enlarged

DEPARTMENT OF BIOLOGY, EASTERN
ILLINOIS STATE NORMAL SCHOOL



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Chb-53

BIRD STUDY IN THE RURAL SCHOOL

The country school, situated in a region rich in natural objects and with pupils, many of whom are at the age when eagerness for knowledge of such objects is best developed, seems to be a place well adapted for nature-study. This subject has made its way slowly, however, into the rural school curriculum. For this there are several reasons, one of which is that many country school teachers are not sufficiently well acquainted with the objects in the natural world about them to enable them to guide their pupils properly in such study. It is the purpose of this article to give the rural school teacher a few directions for independent study of birds, which are particularly well adapted for one who wishes to introduce nature work into a school, and also to give some suggestions that may be helpful in teaching pupils of rural schools about birds.

The study of birds has not only educational value but also considerable interest for most pupils, and it frequently creates a love for wild life generally and forms an attractive avenue to the study of the natural world, where one, if he desires, may select some field for special work. Many men now eminent for their investigations of insects, spiders, shells, mammals, fossils, trees, and other groups of natural objects were led to their present studies by an early interest in birds.

It may seem impossible for a country school teacher, unaided as he is by a museum collection, a large library, or an instructor, to acquire much knowledge of birds, but these handicaps may be considerably overcome by a good field manual or other publication giving descriptions or pictures of birds. A list of the more suitable and readily available works for this purpose are here given.

Bird Guide, Part I, Land birds; Part II, Water birds, by Chester A. Reed. Doubleday, Page & Co., Garden City, N. Y. Part I, 75c; Part II, \$1.00.

These are small books that can readily be carried in a pocket. A brief description is given of each species of bird found in Eastern North America, with a simple colored picture of it. These together enable the student to identify the bird when properly seen afield.

Color key to North American Birds, by Frank M. Chapman. Doubleday, Page & Co. \$2.50.

This book has an arrangement of colored figures and descriptions of birds similar to that of Reed's Bird Guide, but it is larger and more comprehensive, treating of the birds of all of North America. Teachers who travel much in vacations will find this especially useful.

Birds of New York, by E. H. Eaton. New York State Museum, Albany. Part I, \$4.00. Part II, \$3.00. Colored plates alone on thin paper. 80c.

These two large quarto volumes with the very complete descriptions and over a hundred colored plates fulfill about all of the requirements for naming our birds, for New York State has a large bird fauna typical of that of Eastern United States generally. The plates are full page size, and each ordinarily shows several species and the different plumages of each species. They are reproductions from drawings made by that skillful bird artist, Mr. Louis Agassiz Fuertes.

Fifty Common Birds of Farm and Orchard, by H. W. Henshaw, Chief of the U. S. Bureau of Biological Survey. Farmer's Bulletin No. 513. Obtained from Sup't. of Documents, Washington, D. C. 15c.

This is a small thirty-one page pamphlet, with brief descriptions and small colored illustrations of fifty of our common birds. Much is given in little space on range, habits, economic status, and other information about each species.

Educational Leaflets. National Association of Audubon Societies, 1974 Broadway, New York. Each 2c.

Each of the eighty-seven leaflets published to date describes and figures, commonly by colored plate, a particular species of bird, making the leaflets very useful for identification purposes.

Bird Charts of the Massachusetts Audubon Society. Prang Educational Co., Boston, Mass. Each \$1.50.

These three charts figure life-size in very accurate colors seventy-two of our common birds.

Bird Life, by Frank M. Chapman. D. Appleton & Co. \$2.00 for the colored plate edition.

The very good plates and the attractive descriptions are very helpful to one who wishes to know the more common birds.

How to Know the Wild Birds of Illinois, by D. Lange. Educational Publishing Co., Chicago, Illinois. 50c.

This is a small book of pocket size without illustrations but with short descriptions giving distinctive characters in italics. This feature and a simple key makes the book useful as a field manual.

Wild Birds in City Parks, by H. E. and A. H. Walter. A. W. Mumford & Co. Chicago. 40c.

This book has descriptions similar to those in the preceding book, in that important facts are brought out by a change of type; but it has a unique field key which can be used with considerable success by amateurs.

Handbook of Birds of Eastern North America, by Frank M. Chapman. D. Appleton & Co. \$3.50.

This is a standard work on the birds of Eastern North America. Descriptions are given of all the plumages of all the birds of the region. It is an excellent field manual, but some of the smaller books above listed will be found more usable by the beginner. It may be used, however, as an adjunct to these for making field identifications positive.

If possible, bird study should be begun in the winter, for confusion caused by an abundance of species is then avoided. Opera or field glasses are a great aid in observing, but they are not indispensable. All movements in approaching and watching birds should be slow, and the student should avoid wearing brightly colored clothing. One may begin with the study of the birds of the home or school premises if these are large and have plenty of trees, shrubbery, vines, and if they are not too frequently visited by cats, youthful gunners, and other bird enemies. With these proper conditions, judging from observations made about Charleston, most of the following named birds should frequently visit the yard during the winter; all of which are desir-

able for economic and aesthetic reasons. The ever present English sparrow is, therefore, not listed.

Downy woodpecker	Junco
Red-bellied woodpecker	Tufted titmouse
Flicker	Chickadee
Blue jay	Screech owl
Cardinal	Sparrow hawk
Tree sparrow	

Besides these birds that are almost sure to be present, there are a number that are more irregular in their occurrence, being frequently seen during some winters, ordinarily for short periods only. Such birds are, red-headed woodpecker, yellow-bellied sapsucker, goldfinch, purple finch, white-breasted nuthatch, brown creeper, Carolina wren, cedar waxwing, and mocking bird. Sometimes robins and bronzed grackles arrive very early and are about the yard in the late winter, and once in awhile some of these birds remain over and may be seen about the yard at any time during the cold season. If the barn lot adjoins an open field, horned larks may feed there, especially when the fields are snow-covered. Bob-whites or quails may also come to the yard in severe weather.

One can easily increase the number of birds about one's premises in the winter by placing out food for them. Sweepings from the hay loft and crumbs will attract tree sparrows, juncos, and other seed eaters. Meat rinds, fresh bones broken open or with some meat on them and suet tied to a tree trunk or placed on some support like a veranda roof or feeding shelf made for the purpose will bring downy woodpeckers, nuthatches, chickadees, titmice, blue jays, and perhaps others. A bird's life in winter is often a hard struggle for food, and by supplying this the student is often repaid for his little trouble by the excellent chance he gains of observing bird ways. Attracting birds, however, is an art and one that needs to be studied if much success is to be obtained. The many details cannot be brought out here, but a list of the best publications on the subject known to the writer is here given:

Wild Bird Guests, by Earnest Harold Baynes. E. P. Dutton & Co., New York. \$2.15.

This is an up-to-date (1915) treatment of methods and the importance of attracting birds and protecting them.

Methods of Attracting Birds, by Gilbert Trafton, Houghton, Mifflin Co., Boston and New York. \$1.25.

The important facts of the subject are brought together by the author of this book after a careful consideration of its rather scattered literature, and the results of the author's many experiences in gaining the friendship of birds are also given.

How to Attract the Birds, by Neltje Blanchan. Doubleday, Page & Co., Garden City, New York. \$1.35.

The chapters give ideas as to what can be learned from birds that are encouraged and permitted to dwell about one's home. The first chapter gives good directions on "How to Invite Bird Neighbors."

Our Native Birds, by D. Lange. Macmillan Co., New York. \$1.00.

A reading of this little book is very sure to give one an interest in encouraging and protecting birds as well as very good directions for doing this.

How to Attract Birds in Northeastern United States, by W. L. McAtee, Assistant Biologist U. S. Biological Survey, Farmers Bulletin No. 621, U. S. Dep't. of Agriculture. Sup't. of Documents, Gov't. Printing Office, Washington. 5c.

This is a fifteen-page bulletin that gives a large amount of very practical information, including direction for attracting birds.

Plants Useful to Attract Birds and Protect Fruit, by W. L. McAtee. Yearbook of the Department of Agriculture for 1909, pages 185-196. Sup't. of Documents, Gov't. Printing Office, Washington. 5c.

This account appears to give the best information available on ways of attracting birds by properly planting the home or school grounds.

How to Attract and Protect Wild Birds, by Martin Hiesemann. National Association of Audubon Societies, 1974 Broadway, New York. 50c.

This is a small treatise on the very successful ways of attracting birds employed by Baron Von Berlepsch of Germany and the adaptation of his methods to American birds. Attracting Birds About the Home. National Association of

Audubon Societies, 1974 Broadway, New York. 15c. post-paid.

This is a twenty-four page pamphlet made up of a series of short articles by some of the best writers on the subject of bird protection.

Bird Lore, a bi-monthly periodical edited by Frank M. Chapman. D. Appleton & Co., Harrisburg, Pa. \$1.00 a year.

This valuable little magazine should be accessible to everyone interested in the birds of this part of the country. Much well-selected new information on ways of protecting and attracting birds as well as other ornithological subjects appears in its columns.

Literature of the Illinois Audubon Society. Obtained from the Secretary, Mrs. F. H. Pattee, 2436 Prairie Ave., Evanston, Illinois. \$1.00, which is membership dues.

The Society has just inaugurated "The Audubon Bulletin," which gives promise of being very helpful to bird students in Illinois. Lists of birds, circulars on economic importance and protection of birds, "Educational Leaflets," as well as the "Audubon Bulletin" are distributed free to members.

Although most of our winter birds may be found about the farm yard and about towns and cities, there are some interesting ones that we are not likely to see well unless we take walks in the country. Some of these are the crows that flock in fields and woods and travel to their winter roosts toward evening, the bobwhites that dwell in coveys chiefly about the shrubby growths, mourning doves, sometimes seen in flocks about the corn fields, and prairie chickens, common about corn fields and grassy meadows in some localities. There is always a possibility on these winter field trips of finding individuals of some rare species or some summer resident wintering over, the discovery of either of which gives the bird student a feeling of delight and makes for him a note book record that may be of considerable value.

The early spring is the season when interest in bird study is usually greatest with the beginner, for the birds return from the south about as fast as he can learn them.

To facilitate field work at this time, a list of the common early spring birds of the region about Charleston, Illinois, is here

given. They are grouped according to the kinds of places or habitats where the writer usually finds them in the early spring. By early spring is here meant that time from about March 1, when winter seems to have lost its hold and warm days are frequent and the birds begin to return from the south. It lasts till about the middle of April, when spring verdure begins to be prominent.

BIRDS COMMON IN THE EARLY SPRING IN THE REGION ABOUT CHARLESTON, ILLINOIS

Most common in dooryard and orchard:

English sparrow	Bluebird
Robin	Downy woodpecker
Bewick's wren	Mourning dove

Most common in woods, groves and shade trees:

Crow	Cedar waxwing
Blue jay	Tufted titmouse
Sparrow hawk	Chickadee
Flicker	Brown creeper
Red-headed woodpecker	Golden-crowned kinglet
Red-bellied woodpecker	White-breasted nuthatch
Yellow-bellied sapsucker	Myrtle warbler
Hairy woodpecker	Goldfinch
Cowbird	Purple finch
Bronzed grackle	Screech owl

Most common about bushy growths:

Brown thrasher	White-throated sparrow
Cardinal	Junco
Towhee	Phoebe
Field sparrow	Migrant shrike
Fox sparrow	Carolina wren
Song sparrow	Bob-white
Tree sparrow	

Most common in the open field:

Meadow lark	Pectoral sandpiper
Horned lark	Savanna sparrow
Killdeer	Lark sparrow
Upland plover	Vesper sparrow

Most common about bodies of water:

Kingfisher	Red-wing blackbird
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In late spring, after about the middle of April, when the

developing foliage becomes conspicuous, birds new to the beginner may present themselves in bewildering numbers. Efforts to learn all of these in the first spring of bird study may result in discouragement, so attention would better be directed chiefly to the more common ones during this first season. A list of these that arrive in late spring is here given:

COMMON BIRDS THAT ARRIVE IN LATE APRIL AND
IN MAY IN THE CHARLESTON REGION

Most common in dooryard and orchard:

Kingbird	Barn swallow
Orchard oriole	Chimney swift
House wren	Ruby-throated humming-bird
Chipping sparrow	
Purple martin	

Most common in woods, groves and shade trees:

Baltimore oriole	Wood pewee
Rose-breasted grosbeak	Oven bird
Scarlet tanager	Blue-grey gnatcatcher
Summer tanager	Yellow-billed cuckoo
Wood thrush	Red-eyed vireo
Myrtle warbler	Whip-poor-will
Crested flycatcher	

Most common about shrubby growths:

Indigo bunting	Yellow-breasted chat
Maryland yellow-throat	

Most common in open fields:

Dickcissel	Grasshopper sparrow
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Most common about bodies of water:

Green heron	Solitary sandpiper
Spotted sandpiper	Water thrush

As summer approaches and the foliage gets thick and the transient and winter-resident birds have gone on north, leaving just the summer residents, identification work becomes more difficult and less interesting. It is now the time to note especially the habits of the birds whose acquaintances were made earlier in the season. Now attention can be concentrated on songs and nesting operations. The woods and fields should be searched for nests, and when one is found it should not be disturbed, for many birds will desert their nests on finding they have been discovered.

For this reason the observer should approach the nest as little as possible, but he should secrete himself as far away as he can and still be able to see the behavior of the birds about it. Field glasses are very useful here, of course. The best results can be obtained with a small tent made of brown or green cloth, just large enough to conceal the observer. This can be erected close to the nest, and in a short time birds get accustomed to it and treat it as a stump or other inanimate object. Nest watching under favorable circumstances will show the student much about the domestic habits of birds, the way the nest, eggs, and young are cared for, and the amount and kind of food provided for the latter, the time required for incubation, the period of occupancy of the nest by the young, the development of plumage on them, and the relative amount and kind of attention given to nesting affairs by each parent. Excellent opportunities for making interesting and scientifically valuable photographs are furnished by these nest studies, especially if a blind is used. After the young have left the nest, its structure and position may be studied at close range. In fact, it may be removed for the schoolroom collection, for the birds are through with it. A list of important, available publications on nesting is here given:

Bird Homes, by A. R. Dugmore. Doubleday, Page & Co., Garden City, N. Y. \$2.00.

This is probably the most useful single work on the subject, for it gives many good descriptions and pictures of nests and discusses the general subject of bird nesting in a very thorough way.

Nests and Eggs of North American Birds, by Oliver Davie. David McKay, Philadelphia. \$2.25.

This is an important reference book on the subject, for it gives descriptions of the nests and eggs of all North American Birds.

Home Life of Wild Birds, by F. H. Herrick. Putnam's Sons, New York. \$2.00.

Detailed account of the nesting habits of some of our common birds are given, with very good suggestion for the student who wishes to make such studies himself.

Birds' Nests and Eggs, by Frank M. Chapman. American

Museum of Natural History, New York. Guide Leaflet No. 14. 10c.

A short, terse general account of birds' nests and eggs is given and then short descriptions of the nesting site and the eggs of the birds known to breed near New York City.

Handbook of Birds of Eastern North America, by Frank M. Chapman. D. Appleton & Co., New York. \$3.50.

Pages 66-84 gives a discussion of the nesting season.

This is an excellent treatment of the general subject of nesting, giving the most important facts known.

Food of Nestling Birds, by Sylvester D. Judd. Yearbook of the Department of Agriculture for 1900, pages 411-435. Obtained from Sup't. of Documents, Government Printing Office, Washington, D. C. 5c.

This treats chiefly of the food of the young of a number of our common birds, which is information that will be found useful in connection with field studies.

In all our field work we should not be content with simply learning the names of birds, though this is necessary as a first step, and much knowledge of the ways of birds may be obtained incidentally when names are the chief object. We should find out all we can about the lives of birds, their favorite habitats, their food, behavior, nests, economic relations, and so on. A good way to do this is to take one species at a time and learn as much as possible about it through both field work and studies of literature. In this way there is a good chance for any student to make important contributions to the science of ornithology, for little work of the kind has been done, and each species presents a field for investigation, the bounds of which no scientist has yet discovered. For an idea of the possibilities of the intensive studies see the following:

Monograph of the Flicker, by Frank L. Burns. Published by the Wilson Bulletin, Oberlin, Ohio. 50c.

As far as possible, knowledge of birds should be obtained at first hand—that is, by direct observation from nature—but there is much about them that cannot be learned in this way. Consequently, reading should be done on the general subject of ornithology. The best books for this purpose known to the writer are here listed. Most of these not only give information but also a spirit for bird study.

Birds of the World, by F. H. Knowlton and others. Henry Holt & Co. \$7.00.

A very good account of the habits and distribution of birds in general.

The Bird, Its Form and Function, by C. W. Beebe. Henry Holt & Co. \$3.50.

Describes in a very readable way the important facts concerning the structure of birds and the uses of their parts.

The Story of the Birds, by James Newton Baskett. D. Appleton & Co., New York. 65c.

A small book with a large amount of information on the structure, functions, and activities of birds.

Birds Through an Opera Glass, by Florence A. Merriam. Houghton, Mifflin Co., Boston, Mass. 75c.

An excellent and interesting account of the habits of our common birds is here given.

Birds Studies With a Camera, by Frank M. Chapman. D. Appleton & Co. \$1.75.

Directions for bird photography are given, and also accounts of the habits of some of our most interesting birds.

The Woodpeckers, by Fannie H. Eckstrom. Houghton, Mifflin Co. \$1.00.

A very readable account of the most interesting facts concerning this group of birds.

Bird Stories, by John Burroughs. Houghton, Mifflin Co. 60c.

This book is made up of sketches of bird life from the works of John Burroughs. This author uses a vivid style that is bound to stimulate interest in bird life, and his works show the possibilities of careful field observations in getting first-hand information on natural objects.

After the teacher has made some progress in the study of birds he should introduce the subject to his pupils. Little effort will be needed to arouse an interest, for it is present already in most children. Care must be taken, however, especially with boys, to keep the interest properly directed. It should be toward live and free birds and not toward those killed with his gun, and toward eggs in the nest instead of their empty shells in his curiosity collection. A love for the *living* bird should constantly be stimulated by the teacher, which can be done by properly managing the work. Facts concerning the value of birds from an economic and aesthetic standpoint should be presented often.

Bird day may be celebrated, nest boxes may be constructed; food charts and lists of new acquaintances and new arrivals in spring may be put on the blackboard. All of these are good ways of both interesting and instructing pupils in the subject of birds.

Time is usually available for bird work in schools, for it need not have a regular place in the curriculum, but may be indulged in when the pupils need a change from book work, and much fresh air and good muscular exercise may be involved in its pursuit. There are many publications that will give teachers further ideas as to teaching pupils about birds. Some of these that seem especially useful are here given:

Nature Study and Life, by C. F. Hodge. Ginn & Co., Boston. \$1.80.

The chapters on bird studies, comprising about sixty pages, give some of the best directions available for bird work in the schools.

How to Study Birds, by Herbert K. Job. Outing Publishing Co., New York. \$1.50.

Useful suggestions are all through the book, but the final chapter on bird study in the schools is especially important.

Bird Day and How to Prepare for It, by C. A. Babcock. Silver Burdett & Co., Chicago, Illinois. 50c.

Explicit directions for Bird Day exercises, including suggested programmes, are here given, with much other information useful in teaching work.

Bird Lore, edited by F. M. Chapman. D. Appleton & Co., Harrisburg, Pa. \$1.00 a year.

The School Department of this magazine is designed to help teachers who wish to use birds as materials for nature work. Much help may be obtained from other parts of the periodical.

Nature Study Review, edited by Elliot R. Downing, School of Education, University of Chicago. Comstock Publishing Co., Ithaca, N. Y. \$1.00 a year. Published monthly, except in July and August.

While this periodical deals with nature study in general, there is much on the use of birds in nature work. Some special numbers on the subject have been issued.

What will result from the proper study of birds in the

rural school? The pupil's powers of observation and his aesthetic sense will certainly be cultivated, and a love for birds will be aroused that should cause him always to use his influence for their protection. It is protection that the birds need, for it is very evident from much testimony that birds are becoming less numerous over the greater part of the United States. What effects come from bird destruction? Some important natural enemies of insects are being removed, and the crops are likely to be injured to an increasing extent by these pests. Entomologists estimate that insects cause a loss of over a billion dollars a year to the agricultural and forest interests of the United States. Professor S. A. Forbes, who has made careful studies of both the birds and insects of Illinois, says, "It is true, * * * in my judgement, that the insects of the state of Illinois derive as large a profit from the agriculture of this great state as do the farmers themselves. It is probably true that they cost the state at least half as much as the whole system of public schools." Birds also are of economic value in other ways. Hawks and owls catch the destructive field mice, and on this account, in some localities at least, they are among the most useful of the wild birds. It is true that they catch chickens now and then, and song birds are to some extent destroyed by these birds of prey, but the many food studies that scientists have made make it very evident that enough good is done to make up for these bad habits in all our birds of prey except a very few, only two of which are common and generally distributed in Illinois. These are the Cooper's hawk and the sharp-shinned hawk. Some birds are useful as scavengers and some as destroyers of weed seeds, and some in still other ways. Probably few of us realize how much we owe to them for beautifying the world and adding cheer to our lives through their songs and pleasing activities.

The causes of the very general decrease of our native wild birds have been carefully sought out by scientists. Names and discussions of these can be found in some of the publications listed below. They are given particular attention in those by W. T. Hornaday, who is, in all probability, our best authority on the subject. Some of these are legitimate ones and are due chiefly

to the necessary agricultreual processes that make for the progress of civilization, but there are a number of the causes for which good excuses do not exist and are due chiefly to our ignorance of bird life. Few girls would wear wild-bird plumage if they knew the value of the original and rightful owners of this plumage and something of the great amount of destruction of beautiful and interesting birds brought about by this kind of personal adornment. A boy would not be so likely to shoot a song bird if he knew its real value in dollars and cents. Knowledge, then, is what is most needed to give our birds proper protection, and it is especially needed by the farmer, who is probably more directly benefited by birds than anyone else. The rural school teacher is in an excellent position to impart this information to farmers, at least to those who are soon to become farmers. The most useful of the available pieces of literature on this important subject are here listed:

Birds in Their Relation to Man, by C. M. Weed and Ned Dearborn. J. B. Lippincott & Co. \$2.50.

This brings the whole subject of the economic importance of our birds up to the time of publication, 1903. Valuable material on bird protection is also given.

Useful Birds and Their Protection, by E. H. Forbush. Massachusetts State Board of Agriculture, State House, Boston. \$1.40 postpaid.

This is a well-bound quarto volume of 437 pages, with an extensive and very complete treatment of the subject in general, as well as the special importance of most of the common birds of Eastern North America, since most of these are found in Massachusetts. This state has done much to advance economic ornithology by making an appropriation by which this book can be kept in print and distributed at cost.

Our Vanishing Wild Life, by Wm. T. Hornaday. Charles Scribner's Son. \$1.50.

The book is an urgent plea for wild-animal protection, based upon sound data, much of which deals with the economic value of birds.

Wild Game Conservation in Theory and Practice, by Wm. T. Hornaday. Yale University Press. \$1.50.

This book also treats of our valuable wild animals,

showing the importance of protecting them and giving much data on their value to man.

The Economic Value of Some Common Illinois Birds, by A. O. Gross and S. A. Forbes. Illinois Arbor and Bird Day Annual for 1909. Office of State Superintendent of Public Instruction, Springfield, Illinois. Free.

This is a short, twenty-page paper containing much information on the more important birds found in Illinois.

Birds in Their Relation to Agriculture in New York State, by A. A. Allen. Cornell Reading Courses, Vol. IV., No. 76. New York State College of Agriculture, Ithaca, N. Y. Free.

This forty-eight page leaflet is an excellent up-to-date (1914) treatment of the economic relations of our common birds. The author's conciseness has enabled him to get many facts into the paper, and these are presented with considerable clearness.

Educational Leaflets. National Association of Audubon Societies, 1974 Broadway, New York. 2c. each.

Each of these leaflets gives the important facts on the economic relations of the bird under consideration.

Publications of the Department of Agriculture, Washington, D. C. Sup't. of Documents, Gov't. Printing Office, Washington, D. C.

There are many bulletins, circulars, reprints, and other Government publications dealing with the economic importance and protection of birds, that can be had at a small cost. Teachers should write to the Superintendent of Documents for a list of these. Some of the recent ones may be obtained free if requests are made to the Editor in Chief, Division of Publications, Washington.

If bird-study is once begun, the pleasure that accompanies it will in most cases insure its continuance. Rarely will it be given up as long as conditions are favorable for its pursuance and if it was begun with any degree of earnestness. There can be no doubt but that the country school teacher and pupils will be well repaid in the way of mental benefit and added pleasure to living if a few hours are taken each week for bird study, and the birds themselves will be benefitted through receiving more of the much-needed protection which a knowledge of them should bring.

EASTERN ILLINOIS STATE NORMAL SCHOOL

THE SCHOOL CALENDAR

1916-1917

FIRST TERM

Nineteen Weeks

<i>September 12, 1916, Tuesday</i>	<i>Registration</i>
<i>8:00—12:00 A. M.</i>	
<i>1:30—5:00 P. M.</i>	
<i>December 22, 12:10 Noon</i>	<i>Holiday Recess</i>
<i>January 2, 7:30 A. M.</i>	
<i>January 26, 1917, Friday</i> }	<i>First Term ends</i>
<i>12:10 Noon</i>	

SECOND TERM

Nineteen Weeks

<i>January 30, 1917, Tuesday</i>	<i>Registration</i>
<i>8:00—12:00 A. M.</i>	
<i>1:30—5:00 P. M.</i>	
<i>March 30, 12:10 Noon</i> }	<i>Spring Recess</i>
<i>April 10, 7:30 A. M.</i>	
<i>June 15, 1917 Friday</i>	<i>Second Term ends</i>

SUMMER TERM

1917

Six Weeks

<i>June 18, Monday</i>	<i>Registration</i>
<i>8:00—12:00 A. M.</i>	
<i>1:30—5:00 P. M.</i>	
<i>July 27, Friday, 12:10 Noon</i>	<i>Summer Term ends</i>

THE EASTERN ILLINOIS STATE NORMAL SCHOOL
CHARLESTON

SUMMER SESSION

1917

June 18—July 27

The courses offered will include:

Rural School Methods	Physics
Graded School Methods	Chemistry
Observation	General Science
Psychology	Agriculture
History	Zoology
Government	Physiology
English	Hygiene
German	Botany
Reading	Manual Arts
Music	Mechanical Drawing
Drawing	Domestic Science
Penmanship	Domestic Art
Algebra	Physical Education
Geometry	Athletic Coaching
Geography	Playground Management

Announcements for the summer session will be issued about April first. For information not found in the circular, address President L. C. Lord, Charleston, Illinois.



