16. Hiawatha Primer.....Florence Holbrook.
17. A Child's Garden of Verses.....R. L. Stevenson.
18. Eugene Field's Poems.....
19. Little Lord Fauntleroy.....Mrs. Burnett.
20. Under the Lilacs.....Louisa Alcott.
21. The Birds of Killingworth.....
22. Black Beauty.....
23. Beautiful Jo.....Miss Saunders.
24. Little Nature Studies.....John Burroughs.
25. Nature Studies in Elementary Schools.....Mrs. L. L. W. Wilson (MacMillan & Co.)
26. Seed Babies.....Margaret W. Morley.
27. Water Babies.....Charles Kingsley.
28. Five Little Peppers.....
29. Wilderness Ways.....Wm. J. Long
30. Wild Animals I Have Known.....E. G. Thompson.
31. Classics for Canadian Children.....A. & W. MacKinlay.

II. Advanced Grades: V to VIII, Inclusive.

1. Swiss Family Robinson.....
2. Robinson Crusoe.....Defoe.
3. Little Men.....Alcott.
4. Little Women.....Alcott.
5. Arabian Nights.....
6. The Last of the Mohicans.....Cooper.
7. The Pathfinder.....Cooper.
8. Ivanhoe.....Scott.
9. The Talisman.....Scott.
10. Tales of a Grandfather.....Scott.
11. Christmas Stories.....Dickens.
12. Old Curiosity Shop.....Dickens.
13. Phillips' Picturesque History of England.....
14. Roberts' History of Canada.....
15. Scottish Chiefs.....Porter.
16. Uncle Tom's Cabin.....Stowe.
17. Tom Brown's School Days.....Hughes.
18. Treasure Island.....Stevenson.
19. Sketch Book.....Irving.
20. Grandfather's Chair.....Hawthorne.
21. Twice Told Tales.....Hawthorne.
22. Tales from Shakespeare.....Lamb.
23. Penelope's English Experiences.....Wiggan.
24. My Saturday Bird Class.....Miller.
25. The Seats of the Mighty.....Parker.
26. Charles O'Malley.....Lever.
27. Picture from English Literature.....Hamlin.
28. A Sister of Evangeline.....Roberts.
29. Readings in Canadian History.....Educational Review.
30. In the Heart of the Ancient Wood.....Roberts.
31. The Sky Pilot ("Ralph Connor").....Gordon.
32. Ben Hur.....Wallace.
33. The Lives of the Hunted.....E. S. Thompson.
34. A Book of Short Biographies of Famous Men, Authors, Inventors, etc.
35. The Youth's Companion, and other good periodicals for young people.

It is hoped that the above list may be supplemented by the names of books which other teachers have found to be helpful.

Yours faithfully,

Berton C. Foster.

For the Educational Review.]

NATURE STUDY AND SCIENCE.

By John Brittain, Normal School, Fredericton.

Hints on the Teaching of Elementary Science.

The papers written in the Normal School Entrance Examinations in New Brunswick show that, from year to year, a little more attention is being given to nature studies, and that in some schools the teachers give a connected and effective series of lessons based on observation and experiment.

It is still, however, only too evident that in the majority of the schools little real nature study is done, and that lessons on natural objects and phenomena play no serious part in the work of the school—what little is attempted being performed in a loose and hasty manner, often, in the case of candidates for normal school, by memorizing descriptions taken from text-books and note-books.

It seems—and I am convinced it *is*—a great pity that nature should be practically excluded from so many of our schools. Surely the diligent and earnest teacher, by a wise adjustment of time and classes, could find a place for a short series of nature lessons each term without neglecting the prescribed book work.

During our long winter, there is little opportunity for the study of plants or birds. But in schools where the older pupils have passed the elementary grades, nothing would be more useful than a series of well-arranged and wide-awake lessons on the common gases of the air, water and earth, and the common minerals, of which, in a finely divided state, the soil, both of the country farm and the town garden, are made up. These lessons, to be interesting and effective, must be based on experiments and practical tests, in which all the older pupils, and not merely those intended for normal school, should be allowed to take part. Such a course of lessons would open their eyes and minds to the basal facts and elementary principles of physics and chemistry—the two sciences upon which all the industrial arts and applied sciences are founded—and make it possible for them to become more intelligent and resourceful workers in every sphere of human action.

The writer has, during the last few years, selected sets of apparatus and minerals adapted for such a course of lessons, for about 150 schools. The cost of a supply for an ordinary school need not exceed from $5 to $10, and will last for years with an annual outlay of about $1 for replenishment. Quite often, however, the school has no cabinet in which the apparatus can be arranged and locked up. And so it happens that, after the teacher through whose efforts the apparatus was pro-