

opened between examiners, teachers and students, as soon as possible after the examination, in order that suggestions and criticism may be freely made about faulty work.

It is the custom of the examiners at McGill University who read the papers sent up from various centres in the province of Quebec, and other parts of Canada where the University School Examinations have been held, to criticize the main features of the work done. Whatever is creditable is praised; faulty work is mercilessly exposed; and as the standing of the scholars from the different schools is published, there is no difficulty in tracing to its source the work, whether creditable or otherwise, of each school. The plan is an admirable one, faithfully carried out from year to year, and has had an excellent effect on the schools taking part in the examinations.

The REVIEW offers its columns freely to the examiners of our schools for the same purpose.

### A Warning to Teachers.

A friend suggests that the REVIEW keep a standing announcement in its columns warning teachers against being victimized by agents who enter the schoolroom and take up the time of the school in trying to palm off their wares. Teachers should firmly insist on their rights, and decline to have their own time and the time of the school wasted in listening to agents whose aim, too often, is to delude teachers into supposing that they are missing the opportunity of a lifetime if they fail to purchase the book, map, or other article that forms the stock-in-trade of these agents. If the article is of any merit, they can wait until after school hours; but too often the article is valueless, some map or other appliance not prescribed and out of date elsewhere, but which has been varnished over, adorned with some new name, and held up to the view of the too confiding teacher as the one thing that is going to work miracles in the school. An agent once remarked, in the presence of the writer, that school-teachers were the most "gullible" of any class in the community. Is that true? It is not. Teachers are wide-awake and intelligent as a class. And it is just as well to have a clear line of action laid down when an agent calls: Never decide at once. Take time for cool deliberation and examination. Do not be carried away by the words of a voluble and plausible agent. Your own calm judgment and intelligence should surely be the best guide in determining what you want. Your local dealer or the regular dealer in the nearest town should have your preference, wherever possible, for reasons that are readily seen.

### OBJECT LESSONS AND NATURE-STUDY.

By J. BRITTAIN, NORMAL SCHOOL, FREDERICTON.

These notes are intended to aid the busy teacher, who has, perhaps, to give lessons to two or more classes and in all the subjects of the Course of Instruction in preparing Object Lessons and Lessons in Elementary Science. But the teacher must breathe life into these dry outlines and induce each pupil to see, think and do for himself or herself, else the educational results will be of very small value.

#### Lessons on a Block of Wood.

The children have been made familiar, by actual use, with the common English measures of length—the inch, foot, yard, etc. A set of rectangular wooden blocks have been procured equal in number to the class. These blocks should be of several different sizes so that each one will have to be measured by the pupil who gets it. The dimensions, in all cases at first, should be an exact number of inches (no fractions). The teacher will find it convenient to number the blocks, and make out a list of them showing their dimensions. This list may be used in testing the accuracy of each pupil's work. A carpenter will make the whole set from pieces of scantling for a trifle or less. If packed away in the school cabinet, the blocks will serve for many classes. Ask the children not to deface the blocks by writing upon them or cutting them. If any of them forget, require them to erase the marks or furnish a new block. You will thus give a valuable lesson in morals while teaching mensuration.

#### OUTLINE OF LESSON I.

1. Each pupil is supplied with a rectangular block of wood, a foot rule, a pencil, and paper or a slate.
2. Find how many *faces* this block has—and which are the largest—which next—and which the smallest.
3. Find how many *edges* the block has, and how many each face has.
4. Find the length, in inches, of each edge of the upper face—of the lower face—of the side faces—of the end faces.
5. Show the pupils (or, better, give each of them) a cubical block each of whose edges is one inch long.
6. How many faces has this little block? How many edges? How long is each edge? Which is the largest face?
7. Each face of this block is called a *square inch*.
8. Trace on paper (or slate) an outline of the upper face of your (larger) block.
9. Divide each side of the outline by marks into parts one inch long. Then, by joining these marks by straight lines, divide the surface into square inches.