

pensive and effective method of securing attention in a continuous and definite manner to the things along the school road ; thus utilizing what is generally a monotonous tramp twice a day, into trips of discovery.

The comments and criticisms of our large and able phenological staff on pages 77 to 85 will be read with interest by all, and with profit by many, it is hoped.

But the museum should be developed in every school possible. Why should not all the different kinds of rock and minerals found in the school section be shown, labelled and arranged, in each school? The specimens most easily preserved might very well be shown in every school. In botany the hard fungi growing on trees and old wood could easily be kept on exhibition, and named by the first one visiting able to name them, if the teacher can not do so.

Here, it should be remembered, that no teacher is expected to know every thing the little boy picks up in the country. The most learned naturalist in the world will be found unable to give the correct name to something in every Nova Scotia school section. On the other hand an ignoramus might learn the names of many things without knowing much more about them.

The teacher and pupils should therefore be encouraged to observe, study, and give simple names of their own to every thing until they happen to discover the correct, common or scientific name. Observe, note, name, and find out all about how the object came to be where it was found, what it is doing, and what the end will be. A person can thus be a scientific authority before he knows the scientific tongue.

### EXAMINATION GOSSIP.

Sometimes it has been noticed that teachers as well as candidates allow themselves to say semi-jocosely in explaining a failure at the examination : "The examiner must have overlooked some question," "He was probably suffering from indigestion, or heat and marked my paper low," etc.

Now it is very unsportsmanlike for either teacher or candidate to attempt to excuse failure in such a way. To those who know, it is at the same time a confession of failure, an exhibition of ignorance of the character of the examination and the examiners, and the revelation of a mean spirit likely to act in the manner imagined. Teachers would do well, therefore, to caution pupils who have a tendency to talk in such a manner ; first, for their own sakes ; second, for the sake of people who do not know better, and who may think that as "the whole world is rotten" it is no matter how they themselves may be ; and lastly, because it is important that people should believe that those in authority are true, carefully honest and capable, when they are so.

The examination questions are a work of incredible care, patience and time to those who have never realized what their preparation from year to year means. Some questions more difficult than desirable, and others more easy than desirable are sure to be found by different candidates and by their teachers. But then, no one is required to make a perfect paper for a pass. The technical "pass" line is put down very low—down to fifty per cent. This provides for blunders in the setting of the questions, in the printing of the papers, in the reading of the candidate, for a large percentage of slips, for much lack of knowledge, and for the state of health of the candidate. If he has a passable knowledge of the subject, he has time enough and chances enough to show it.

But if the candidate is one point too low, some think, he should be examined again to see if he could not be passed. If that is a good principle, it is equally good to re-examine the paper when it is only one point above, in order to see whether he should not fail.