

tion would suffice. The demand made upon the teacher now is not so much a higher standard, but a thorough knowledge of the subjects prescribed. It is on this account that so many failures constantly occur at the County Boards. The course of training has been so superficial and the mental attainments so limited, that whenever the slightest strain is put upon them they break down. It is found too late, that a mere smattering will not pass for proficiency, and that there is a substantial difference between the tyro and the scholar.

Raising the "standard" of teachers has been a source of great benefit to the profession. The public are apt to estimate the services of a man by his qualifications. If the impression is general, that a professional status can be attained with little effort, then such a profession is at once at a discount. But when the standard is high, when the difficulties to be overcome are somewhat more than ordinary, then the honors and rewards of success are greater. It is from this cause as much as any other, that teachers' salaries have advanced during the last few years, and it is only by the continued advancement of the profession, both in mental attainments and general efficiency, that further advances can be reasonably expected.

In preparing for the County Board examinations, we would advise all intending candidates to be *thorough* in their work. Any subject or any part of a subject should not be overlooked. How often does it happen that a question is asked just where the preparation was imperfect. This thoroughness should not be a memorizing of the work. A great many fail through an eagerness to commit to memory the *ipsissima verba* of the book, without grasping the sense. The course should be to grasp the *idea* and afterwards the *words*, if such were desirable. In grammar this is particularly the case. There, definitions are prepared and committed *verbatim*, and the candidate goes up to the Board fully possessed with the idea that

success is certain. But immediately a question of a somewhat philosophical character appears—a question involving the exercise of his analytical powers, and he finds to his sorrow that definitions fail, and his bright prospects are after all but "castles in air."

This advice applies equally well to *arithmetic*. It is found that the papers in this subject are prepared with a view to exercise specially, the analytical powers of the candidate. They are not according to a fixed system or any special rule. They can only be solved by a thoughtful, or, if you choose, a philosophical examination of their purport. The young student fresh from school, with his head crammed with formulæ and logarithms, imagining himself a mathematical Goliath, encounters one of these little problems. It is something out of the usual line. It is not after any rule known to him. He racks his brain for a rule to apply, and finally succumbs to what after all was a small difficulty, as did the giant to the shepherd boy's sling and stone. Here the trouble was, want of mental grasp—want of efficient training. The standard was not high, but the student was asked to reach it by a course not usually travelled, and his inventive powers and reserve forces were not equal to the task.

To be specific in our directions to intending candidates let us remark,

1. Study carefully and fully every one of the prescribed subjects. Begin to do this in time. Don't put off until a few weeks before the examination. Begin *now* and give the mind sufficient time to absorb what will afterwards be required of you. Survey each subject from every possible standpoint. Start objections and answer them. Discuss the *pros* and *cons* of every question in your mind. Get at the *reason why* in every case, and let your perfect knowledge of every subject be the groundwork of your confidence in the result.

2. Do your work at the examination systematically and legibly. No examiner

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