

to learn depends on what they are prepared to do and to feel, as well as upon the intrinsic value of the matter. Remember that boys and girls have eyes and hands as well as ears, and that words are less significant to them than things and action.

3. Interest is contagious. Cultivate in yourself sympathetic interest. Manifest your interest in your pupils freely and warmly. Be sincerely interested in their efforts. Show them how you wish them to succeed. When a pupil has struggled bravely with his little task, and has accomplished it, do not mind if an exclamation of sympathetic joy escapes you. "Well done, my boy!" uttered in a really triumphant tone has sent the blood thrilling through many a boy's

veins, and made his heart throb with a bounding joy. Cultivate in yourself sympathetic interest, and you can easily nourish the investigating and the æsthetic interest of your pupils. Do you love nature or art or literature? Admit your pupils who lack interest, not too many at a time, to the enjoyment of some of your treasures. Let them see and feel your enjoyment of what is fine and wonderful and beautiful. They will surely catch the infection. You will find in this last, if I mistake not, the entrance way to success in nourishing into vigorous life that spontaneous self-activity toward good objects from which must spring all worthy achievement in life.—*Educational Review.*

PREPARATION OF TEACHERS FOR SECONDARY SCHOOLS.

BY A. E. NIGHTINGALE.

THIS is a hackneyed subject. In accordance, however, with the ever-fruitful laws of agitation, it must be discussed and re-discussed, until the men and women who are about to enter upon a profession whose responsibilities are incalculable and whose duties link us to the Great Teacher, shall study much and hesitate long before they pronounce themselves ready for the great work.

You have listened to the profundity of thought, the psychological laws of training, and the pedagogical arguments from a college president, a university dean, and a normal school principal, until there is little for a humble practical secondary educator to add without traversing the fields which have been so carefully gleaned. I bring you, therefore, no learned dis-

quisition, no studied thesis, no exhaustive treatment of an exhaustless subject, but only a few homely truths, written in a hurried, homely way amid the wearing and worrying cares of an office which entails the supervision of fourteen high schools, over eight thousand pupils, and more than two hundred and fifty teachers.

One of the divisions of this subject which is attracting much attention, provoking much dissension, and bringing into view a startling array of statistics, is the ratio of women to men in the public schools of the United States. While this discussion pertains with special significance to the common schools, it is a factor which cannot be eliminated in the solution of the high school problem, and enters with irritating effect into our reflec-