

tion with reference to work produced."

This defines precisely the purpose and scope of the private school for girls, distinctly laid out by myself in 1864, viz., to afford to girls the best liberal education possible, consistent with certain limitations of age and the demands of their future lives—and from this purpose I have never swerved. Under this idea the regular course differentiates itself in the very beginning from that of the preparatory school, which is limited by the assumption of an advanced college course to follow.

I took the college system for men, and eliminated from it studies, the educational value of which were questioned by high authorities, and adapted it to the needs of women. Just now, when in these colleges woman has demonstrated that she can do in an examination just as much and as well as a young man, the great universities of England and America have discovered what a quarter of a century ago I believed to be the case, that much of this preparation is a waste of time and energy.

In the *Forum* of April last is a paper by President Dwight, of Yale College, every word of which went to my heart. For twenty-six years the epithets of "fashionable," "superficial," have been applied to my

system by the educational "Beckmessers" of the day, for exhibiting the very principles and views which he promulgates. President Dwight says: "If I am asked, therefore, what a boy who has the best chances ought to know at eighteen, my answer is—of course bearing in mind the limitations which my thought and the nature of the case suggests—he should know everything. This is the richness of the blessing which education has to give, and which it may give—the richest of all the blessings which our human life knows or can know, except that of the personal union with God. "Discipline gives the man the use of his powers. It almost creates them. It is of infinite importance, and is the fundamental necessity in all education.

"But enthusiasm sets the powers in motion, and fires the soul with the love of knowledge, and carries the man forward as on joyful wings."

It has been my ambition that a private school should be justified in its claim as one of the chief agents in developing whatever is true and faithful in the home, whatever is pure and dignified in society, whatever is holy and exalted in religious life, whatever impels the people of all nations to bow with an instinct of respect to the name of an American woman.

MORAL TRAINING IN SCHOOLS.

BY MISS MARY LLOYD, NEBRASKA CITY.

SOME time ago there appeared in the *Century* an open letter with the above title, and dissenting somewhat from the views expressed therein, I was led to set down a few thoughts upon the same subject. Not that my methods are essentially different, but they may be, perhaps,

adapted to a much larger class of pupils.

The plan there detailed presupposes the possession of books by the pupils, the ability to read them understandingly, and some skill and taste in selecting the maxims or passages in which are set forth the moral