

prepare her for society; it is ingeniously arranged in classes, so that any average girl, entering in the usual manner and passing through it grade by grade, will emerge 'finished;' but that is by no means what these teachers say to themselves or to others.

The perennial question with them is, "What is best for this particular girl who happens to be under discussion?" If she be the "average" girl, she may fit into a graded course; but many girls cannot be classified thus. They come from a great variety of circumstances; this one has been taught by tutors and has never before been in school; this next has been all her little life passing through grades, and is even in her preparation; this one has lived in Germany, and is far advanced in the language of that country; another is an invalid and must take but little work; here is one who must go to Wellesley College, or Vassar, or Smith, or Radcliffe, and she must be fitted for their respective examinations. The teachers in the Cambridge School look upon this gathering of girls, study it, and arrange a course for each one. They fit the course to the girl, instead of making her fit herself to any course, however good.

This is difficult, it may be said. Doubtless it is, and it requires a numerous force of teachers. Classes cannot be large; but it is best for the pupils that they be not large. In fact the classes last year averaged less than seven, including all the lecture courses. With small classes, short "periods" are possible, and the frequent changes from room to room give opportunity for change of air and relieve pupils from the strain of long sessions. It is evident, too, that in a class of six a pupil gets more of the teacher's attention than she does in a class of twenty.

Another feature is found in the

fact that it is expected of the teachers that they shall do all the teaching that any girl may need, and that as much as possible of the pupil's study shall be accomplished during the comparatively short school session. In order to provide for this, a large part of the girl's program is left open, and each teacher is allowed free hours also. In addition to this, every teacher has certain afternoon hours, during which she is to be found in the school-room, ready to meet her pupils for the purpose of explaining difficulties; and she takes advantage of the time to meet parents, in order to learn from them facts about the pupils that can be learned in no other way. Still further, the school has a "secretary," a skilled teacher of long experience with girls, who, however, teaches in no subject, but gives her entire attention to the work of smoothing out the pupil's difficulties and of saving the time of the teachers. The manual of the school tells us that every subject has inherent difficulties enough for discipline. The director, Mr. Gilman, is always found in the building, easy of approach by pupils, parents and teachers, and, as is plainly evident, counts no detail of the work too small for his notice and interest.

Still another feature is found in the statement that the school has no written rules, beyond that one written in the heart,—the Golden Rule,—*"Do unto others as ye would that they should do to you."* Neither are there marks for deportment: In the Study Hall, for the older girls, there is perfect freedom, limited only when it might interfere with the general object for which the pupils fully understand that they have been brought together. It is evident that this is not one of those oppressive establishments called by President Hall, of Clark University, the "Keep still" school! The motto of the school, chosen by the girls, is in line