

proper perspective is conceded to be almost impossible. Even when the victory is won, and the heart swells with gratitude, the stress and weariness of the conflict, may for a time so dull the ears and dim the eye that one may be insensible to the magnitude of the end achieved and the far-reaching interest with which it may have been observed. A school which has stood twenty-six years in this community has a history full of interest, not only as a witness and an expression of the character and purposes of its head, but also as a witness for or against the social sentiment and educational demands of the day, and the quality of education which parents really desire and seek for their daughters.

In 1864, when I determined to found a school in New York for the education of girls, I was impelled to do so by two motives. One, and the immediate occasion, was of a private nature, and the other and wider motive was the hope of developing plans and purposes which had long existed in my mind of founding an institution for the education of the daughters of gentlemen, in which the heart and character should have as much consideration as the intellect, and in which the standard aimed at should be the highest Christian ideal. I desired to build up a school in which American girls of the highest class should be trained to know and fulfil the duties which grow out of their various relations in life as members of the school, the home, of society, of their country, of humanity, and of the Church of Christ. The aim of this school should be to teach them that with them lies the conservation of the dignity and purity of society, and that under the favourable institutions of their country they are bound to exhibit to the world and to transmit to posterity the highest type of womanhood.

I would have each one learn that this type is attained by individual culture and individual discipline. She should learn that happiness, the ultimate end of her being, is secured by subjecting her will and her senses to reason, and her reason to the dictates of the Supreme Ruler of the universe. Her intellect must be trained to have a right judgment in all things; her heart must be kept glowing with the sweet motions of charity, and her love for the beautiful must be cultivated that it may lend its grace and charm to the homeliest lot. While the harmonies of her intellectual, spiritual, and æsthetic nature are thus adjusted, the young girl must be early taught the care and respect which are due to her own body, with a knowledge of its marvellous structure and the physical laws which govern it. This was the ideal being whom I hoped to train up to take her stand in history as the representative woman at the opening of the twentieth century.

It is in this moulding of the character that I feel that my greatest work for my pupils and for society has been done. I did not expect that every pupil or parent would recognize or appreciate this, for there are many who never lift their eyes above the level of material things. But there have been many in this community and in other parts of this country who prize it above all other advantages, and their approval and support have cheered my heart in the working out this one idea, which lifts the teacher above the prose of mechanical drudgery and stamps her common daily life with the signet of a Divine commission.

In setting out to perform a work one must not only have a clear and well-defined idea of the purpose to be accomplished, and the organized system and method by which to attain that end, but one must also consider the character and dispositions of the