

that "what we do to the child to-day we have done to the nation to-morrow," it will have dignified and elevated itself, and will, we predict,

receive such a recognition from the government as the world has not seen since the golden age of Grecian affluence and learning.

THE CAMBRIDGE SCHOOL FOR GIRLS.

IF the best three American schools for girls were to be mentioned, the Cambridge School would be among them, if, indeed, it did not hold the first position. The school is now in its eleventh year. Its success has been marked from the beginning. Many accounts of it have been written; but most of them, though they gave us delightful impressions of Cambridge with its ideal surroundings and opportunities for girls, of the conception of the plan by Mr. Gilman, and of its progress from the beginning, shed comparatively little light upon the real working of the school. We knew that there is a building for the classes, in which the school work is done; that it is equipped with laboratories; that its walls are colored in those neutral tints that rest the eyes; that it is evenly warmed, and that it is flooded with sunlight; but the spirit of the institution seems to evade us; though at first we thought that we knew a great deal about it.

If we begin at the beginning, we find Mr. Gilman, who has long been interested in the collegiate education of women, planning for the instruction of his own younger daughters. He and his wife wanted a place in which the gentle sway of love should be manifest, and in which the studies should be fitted to the peculiar wants of every individual girl. Seeking some plan that would thus meet their wishes for their own daughters, they found one which has proved to be adapted to the wants of all girls who seek careful and sympathetic training, and of parents who

esteem character and good breeding, joined with general cultivation, supreme above the most thorough drilling of the mind, when divested of those admirable traits.

It is scarcely possible to put on paper a description of the real working of a school, for it is not like an inanimate machine which remains unmoved while we inspect its parts. A school is a living, moving entity, almost a personality, for it gains a character as an individual does, and though that character is made by the pupils and teachers who are its component parts, it does not readily change as the parts change. The heart gives its character to the individual, and there must be something which does the same for a school. We, therefore, enquire for the spirit that breathes through this particular school and makes it what it is.

There are two or three principles underlying all the work. In the first place, the school is not a mere factory, in which girls are mechanically placed, and polished and finished as one would polish a precious stone or finish an engine, beautiful and interesting as are the jewel and the machine. It is a place where mind is working on mind; where everything is done for the benefit of the *pupil*; where the teachers are continually asking themselves, "What will be the effect of this, or of that, upon the *pupil*?" They might say, on the other hand, "Here is the course of study of the school; it is skillfully arranged to meet the necessities of the average girl; it will fit her for college, or for the ordinary life of the woman; it will