

with this spirit. It bespeaks acquaintance with Chaucer and with the motto of Harvard college. It reads, "*Truthe and gentil Jedes*," and shows that while the girls seek truth in all their work as well as in their lives, they practise those deeds which mark the highest type of gentlewoman. It has often been questioned by visitors and by incoming teachers whether such methods are practicable; but experience has always shown them that they are not only practicable but conducive of the highest self-control, leading those who are guided by them to practise right, not by compulsion, but by choice. It is certainly the way in which Providence deals with men.

The last feature that needs to be mentioned is that which Mr. Gilman himself developed a few weeks ago in our columns. We refer to the separation of the school and the home, for those girls who come from a distance to enter its classes. By this plan the teachers are brought fresh to their pupils every morning, and the pupils have every advantage of home, with one added, namely, that which Mr. Gilman brought out, when he said that "while the real home is usually arranged and carried on for the benefit of a mixed household, these are established simply and solely for the benefit of the young girls who are to constitute their sacred charge." To many this is the most marked characteristic of the school.

We have left ourselves but small space in which to refer to the other traits of the Cambridge School. The impression has been given that it is pre-eminently a "college preparatory school," but this is by no means true, though it has sent a larger number of students to Radcliffe College than any other private school has. We have it directly from the head of the school that it has never worked; and that it will never work solely for col-

lege preparation; but that its highest aim is to give to every girl what she needs, along the broadest lines, and we see ourselves that its pupils remain long beyond the time at which preparation for college is finished, doing in the school advanced work, often, indeed, of college grade.

It is the exception to find such fully equipped laboratories of chemistry, physics, and zoology, in private schools for girls, nor do usually we notice so many girls actually interested in this class of work. Mr. Gilman holds science in high esteem for the very youngest pupils, and though it is here an elective study, it is taken up by them for the love of it. It serves to train their eyes and their hands, and as we look over their note-books, and see what their sharp eyes have detected in the "sand-dollar," the cricket, the cray-fish, etc., we are convinced that Mr. Gilman's theories in this respect are correct. The zest with which the smallest children take up such subjects as this shows plainly that their interest is no less than that of the oldest pupils in any school.

The teachers in a school constitute the school, and in this institution this is true in a marked degree. Their positions resemble more those of professors in a college, than of teachers in ordinary schools, for they are specialists in their different departments, and they are considered masters of their respective subjects. Under the general guidance of the principles which characterize the management of the school, they conduct their work in the way that their experience dictates. They are thus free to adopt the latest improvements in any respect, provided they are the best: and in conjunction with the "House-Mothers" in the Residences, they make the historic and literary associations of Cambridge of use to the pupils. They also let them know of the museums and the collections of