

## THE KINDERGARTEN MOVEMENT.



ENGRAVED BY T. JOHNSON.

FRIEDRICH FROEBEL.

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**F**HREE happy the child whose earliest years are prismatic with the light of the past, who lives in a golden haze through which love shines, in which all good things ripen, and the mind develops in even pace with a healthy, play-loving body. In those years, too often left fallow of all sowing but that of wasting weeds, how much can be done when love, and scientific training, and maternal aptitude encircle the

child, Dr. Mary Putnam Jacobi has shown to marvelous result in her "Experiment in Primary Education."<sup>1</sup>

For myself, there comes from the eighth year memory of an awakening to the conscious grasp and knowledge of genus and species. I see it still, the stone-paved terrace and curving arches of an Asiatic house; the vivid sun of the East declining in long shadow over the green and party-colored stretches, brilliant with broom and anemone, of the Mesopotamian plain; in my lap the shredded petals of almond, plum, and the yellow rose of Persia, and in myself sense of a new concept and tool

<sup>1</sup>"Physiological Notes on Primary Education and the Study of Language," by Mary Putnam Jacobi, M. D. New York, 1889.





ENGRAVED BY R. G. TIETZE.

FROM A PHOTOGRAPH BY GUTEKUNST.

MISS ELIZABETH PALMER PEABODY.

for classifying and accumulating knowledge through all life.

But all mothers cannot come to maternity equipped as did Mrs. Jacobi. Even her scheme of early intellectual awakening, successful as it is in stimulating the mind, makes no account of the instinct for play as a means for quickening social and moral activities. Each of us, if he is worth having a father at all, cherishes in his heart of hearts the belief and conviction that there was never a father like his. With soberer eyes, born of loving experience, we look over whole cities full of homes in which the most apparent and visible difference between the young children of the rich and of the poor is that one goes to the streets with a nurse, and the other without one. In our busy lives, rich and poor and all between, both parents alike, spin by night and day an

embracing web of work, traffic, cares, and engagements, neither magic nor "with colors gay," which binds every moment, and in the vast number of cases leaves the child of the average ordinary home only such atmosphere or environment as chance, streets, servants, and the neighbors' children furnish. There is also that other and nether world in which poverty and crime are daily casting lots at the foot of the cross on which sweet childhood is crucified in every city, for the soul as yet "without seam, woven from the top throughout" by its Maker.

For all classes, then, the problem of education is to furnish environment, fit, fair, and fruitful, for those chrysalis-breaking years in which the young child has begun to leave the family without entering the school-room. They lie from three to seven. In them, as Bain has pointed out, the brain grows with the greatest rapidity, a rapidity to which its later increase is small; and

the entire being of the child receives its first conscious impression of the family, the church, and the state, of ethics, of law, and of social life. The young savage needs to be humanized.

What are more brutal than the self-invented games of blameless children? Do we not all know the infant who has sought to kill or maim his pet? Have we not all met the child who, when taken to the sorrowing home where



18—Meredith—Fraser—22

STRINGING COLORED DISKS WITH STRAWS.



his playmate lies dead, at once asks, with the blunt avarice of four years old, "Now that Peter is dead, you will give me his horse and his drum, won't you?"<sup>1</sup> The inert imagination of the child needs to be quickened, and his emotion awakened. The vacant horizon needs to be filled. No child, untaught and undirected, can bridge those fruitful but unrecorded years of the race, in which its first and greatest triumphs were won; in which human fingers first learned to plait the pliant willow, and human hands to fashion the potter's clay; in which number was mastered, the choric dance learned, and the hoarse cries of bar-

the recorded experience of others, as does an adult, but by marshaling and comparing its own concept or symbol of what it has itself seen. Its sole activity is play. "The school begins with teaching the 'conventionalities' of intelligence. Froebel would have the younger children receive a symbolic education in plays, games, and occupations which symbolize the primitive arts of man."<sup>3</sup> For this purpose, the child is led through a series of primitive occupations in plaiting, weaving, and modeling,



DRAWN BY IRVING R. WILES.

ENGRAVED BY H. DAVIDSON.

KINDERGARTEN PLAY, "BIRDIES IN THE GREENWOOD."

through games and dances, which bring into play all the social relations, and through songs and the simple use of number, form, and language. The "gifts" all play their manifold purpose, inspiring the child, awakening its in-erest, leading the individual along the path the race has trod, and teaching social self-control.

The system has its palpable dangers. The better and more intricate the tool, the more skill needed in its safe use.<sup>4</sup> The dame's school needed nothing better than Shenstone's

Matron old, whom we schoolmistress name,  
Who boasts unruly brats with birch to tame.

barism were set to the dawning music of civilization.

These years in child life Froebel<sup>2</sup> sought to fill. The child thinks only through symbols. In other words, it explains all it sees not by

<sup>1</sup> "The First Three Years of Childhood," by Bernard Perez, p. 80. London, 1889.

<sup>2</sup> Friedrich Wilhelm August Froebel (1782-1852), born a poverty-stricken clergyman's son in the Thuringian forest, was thirty-two years old before he devoted himself to his life-work, the previous years having gone to university study at Jena, teaching scientific study in the Weiss Museum of Mineralogy at Berlin, and three years' service as a volunteer in the German army, 1813-1816. Having spent two years with Pestalozzi at Yverdon, he began the application of his own system, which grew out of that of the Swiss educator, to the training of his nephews and nieces. It was fourteen years be-

fore another school was started. His own finally failed for lack of support. Previous to the rejection of his system in Prussia (about a year before his death in 1852), Froebel's life was given to training young women as teachers.

<sup>3</sup> "The Philosophy of Education," by Johann Karl Friedrich Rosenkranz, p. 284. New York, 1886. Notes by editor, William T. Harris.

<sup>4</sup> This is the point at which adaptations of Froebel in the infant-class of the Sunday-school or the use of kindergarten methods in later years have generally broken down.





DRAWN BY OTTO H. BACHER.

MAKING CYLINDERS IN CLAY.

The kindergarten requires trained hands. With trivial teachers its methods may easily degenerate into mere amusement, and thwart all tendency to attention, application, or industry. Valuable as it is in its hints for the care and development of children, its gay round needs to be ballasted with the purpose and theory uppermost in Froebel's mind when he opened his first school in a German peasant village, down whose main street a brook tumbled, and through whose lanes the halberdier still walked

by night and sang the hours. It is idle to suppose that Froebel founded a perfect system, or to insist on all the details of the professional kindergartner's creed. Here as elsewhere, and aforesaid, it has taken only forty years from the founder's death for faith to degenerate into religion and sect. But the central purpose he had in view must be steadily maintained. He sought his ends through play, and not through work. It is as dangerous for this method to harden into an approach to the primary school



DRAWN BY IRVING R. WILES.

STORY ABOUT THE OCEAN (SEA-SHELLS ON PLATE), IN A NEW YORK FREE KINDERGARTEN.



as it is for it to soften into a riot of misrule, and lax observance of order. The former is its tendency where it becomes a part of a graded course, and this tendency is quite as apparent in the application of Froebel's methods by French hands in the official scheme of the *école maternelle* as in some of our own public schools. The other tendency is apparent in "amateur" kindergartens, and in the work of the large number of persons who enter a difficult field with inadequate training.

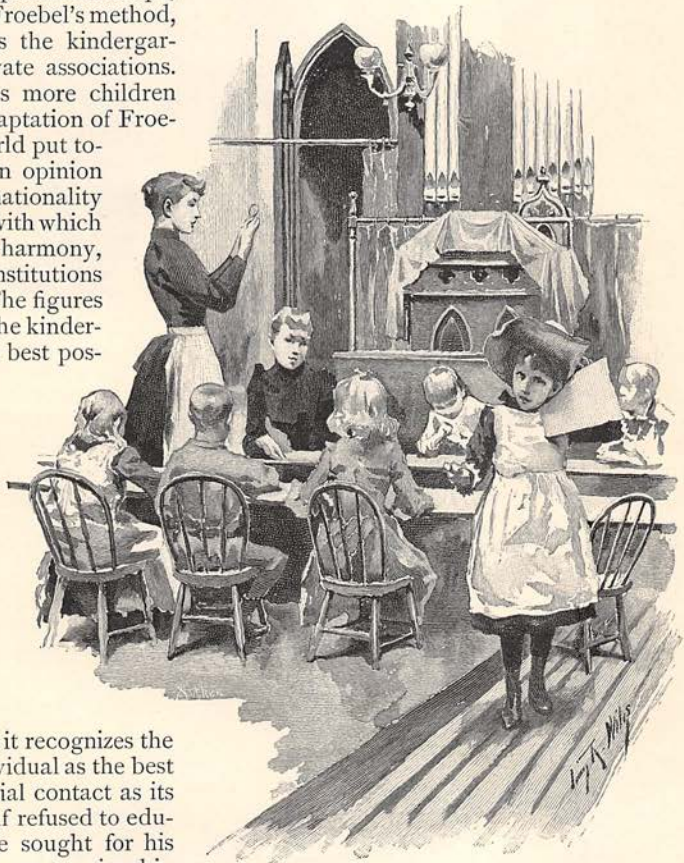
Switzerland, then the only republic in Europe, was the first country to adopt Froebel's method, though in some Swiss towns the kindergarten is still supported by private associations. France, another republic, has more children beginning school under an adaptation of Froebel than all the rest of the world put together. It was Froebel's own opinion that "the spirit of American nationality was the only one in the world with which his method was in complete harmony, and to which its legitimate institutions would present no barriers." The figures given below of the growth of the kindergarten in this country are the best possible proof of the truth of Froebel's prescient assertion. The Prussian minister Raumer has been blamed for prohibiting the kindergarten in Prussia in 1851; but he showed the wisdom of his class and the safe instincts of the bureaucrat.

Within its limits of years, of method, and of purpose, the kindergarten furnishes the most felicitous beginning for the training of the child in a democratic state, because it recognizes the voluntary activity of the individual as the best means of education, and social contact as its best medium. Froebel himself refused to educate a duke's son alone. He sought for his own nephews and nieces the companionship which the common school brings, and which is to-day only too often shunned to the mutual loss of rich and poor.

History has still to write some chapters before judgment can be passed on the masterful young man who wears the eagle-tipped silver helmet of Germany, the most puissant youthful figure on a European throne since the day of Charles V.; but it is already clear that in some three or four centuries his is the only royal mind which has escaped the paralyzing influence of the "education of a prince," whose solitude is as serious an evil as its cramming. The mother of the present emperor broke with the traditions of his family and of her caste by

putting her son in a kindergarten, and continuing him at school with other boys. No education ever bent more twig than the parent tree had shot forth; but it is significant that this royal character, so modern in activity, so archaic in aspiration, is the first of earth's rulers to feel Froebel's touch in childhood.

It is of less importance, however, to consider the effect of this method on the heir of Germany, who, after all, is of yesterday, than its influence on the heirs of the American re-



ENGRAVED BY PETER AITKEN.

GROUP IN A NEW YORK FREE KINDERGARTEN.

public, who are of to-morrow. We all see and feel and suffer from certain defects in the results of the education of our great mass. A lack of social initiative, a disregard for the rights of others, endless craving for amusement from within, utter inability to find pleasure without—these are apparent everywhere. There is nothing so sad as an American holiday—except an English one. Its sight justifies Heine's bitter gibe that while there were redeeming qualities in bourgeois sorrow, nothing equaled the exasperating spectacle of a Philistine enjoying himself. This social defect, so serious in its





CHILDREN MARCHING. (A PRIVATE KINDERGARTEN.)

effect and result, is the natural and inevitable consequence of schools given to routine, numb with discipline, stifled by rule and rote, and preceded by a brief childhood in which no aid and direction have been given to the heaven-born instinct of play, and no inculcation of a social regard for the rights of others.

The double misfortune of our public-school system, which has accomplished so much that its improvement is the most hopeful of enterprises and most desirable of reforms, is that it fails to teach children to think, and that the great mass of children in our manufacturing

time the vast majority of our public-school children remain at their desks. The first vivid value of the kindergarten as a part of the public-school system is, therefore, that it adds one half or, under favorable circumstances, doubles the time in which children are at school. While this will not double the cost of our public-school system, it will greatly increase it. The first grade of our public schools is about 30 per cent. of the whole attendance. "To feed such a first grade," writes Mr. William E. Anderson, superintendent of schools at Milwaukee, "the kindergarten must necessarily be



SUBJECTS FOR MORNING TALKS WITH THE CHILDREN.

districts close their schooling at ten, eleven, and twelve years of age, and begin it at seven and eight.<sup>1</sup> From three to four years is all the

<sup>1</sup> The average duration of the school life of a child in manufacturing districts is only three entire years. Commencing at the age of seven, he completes his

much larger, and, if it is the two years' course which the advocates of the kindergarten insist upon, an expansion in accommodation, in teaching school education at ten. ("Kindergarten Tract No. 17," by William T. Harris. New-York.)



ing force, and in facilities is required, which will call for a large increase in revenue to support the schools." But this expenditure, unlike that devoted to higher grades, will be spent on a constantly increasing number. The influence of the new education will cut the pyramid at the base and not at the top. Of its moral effect on the neglected children of our streets, one can only quote the experience of San Francisco, where, of nine thousand children from the criminal and poverty-stricken quarters of the city who have gone through the free kindergartens of the Golden Gate Association, but one

Merchant, mill-owner, colleges, professional schools, have all united in the complaint that the pupils of our public schools were unable to use the knowledge they had acquired. They fail to fit into the social fabric. They seem equal to passing, with ease, all examinations save those set by life itself, in which cram is unavailing and remembered rules of no value. No system of education with these mechanical defects of rote, routine, grades, and examinations, ever reformed itself. "Scientific questions," said Goethe to Eckermann, "are very often questions of livelihood." This is equally true



THE "SHAW MEMORIAL KINDERGARTEN," OF NEW YORK, ON A HOLIDAY. (FROM A PHOTOGRAPH.)

was found to have been arrested, after careful inquiry and years of watchfulness over police-court, prison, and house of refuge records.<sup>1</sup> The case might go to the jury without argument on this single well-attested fact. The money cost of pauperism and crime saved in that single group of ransomed children in a single city may well have been enough to pay the cost to the taxpayer of existing kindergartens throughout the Union for a decade.

But the well are of more importance in social effort than the ill. For ten or fifteen years there has been an uneasy consciousness apparent in all discussion of our public schools, that they had done everything but educate.

<sup>1</sup> "Kindergartens," by Miss Minna V. Lewis, in the "Californian," p. 13, January, 1892.

of questions of education. "In the universities," continued Goethe, "that also is looked upon as property which has been handed down or taught at the universities. And if any one advances anything new which contradicts, perhaps threatens to overturn, the creed which we have for years repeated, and have handed down to others, all passions are raised against him, and every effort is made to crush him."<sup>2</sup>

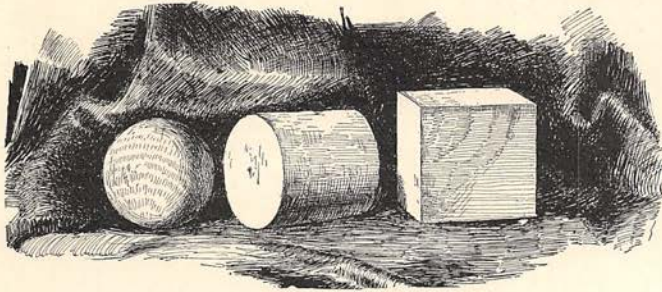
The surest remedy for all this is the introduction into the school fabric of children trained on a different principle, whose demands will create different methods and make new modes inevitable. Kindergartens yearly feed into the common school fresh material, alive,

<sup>2</sup> "Conversations of Goethe with Eckermann and Soret," p. 47. London, 1879.



alert, awake, taught to think, able in six months to do the work of a year on the old system, grasping numbers with ease and rapidity, their fingers trained to hold the pencil, the task of learning either writing or drawing half

Twenty years, then, after the death of one of the two great educators of the century, Pestalozzi being the other, this was the situation. Froebel's own country had rejected him altogether, and he was excluded by ministerial edict from Prussia, though even there the able daughter of an able mother—the Empress Frederick—had educated her own children on his plan in their country and headed a society to introduce the system in her own. France still waited for the fall of the empire to see the introduction, without credit, of the methods of Froebel in the “mother schools.” Austria-Hungary, under the dawning liberty born of disaster, was beginning to intro-



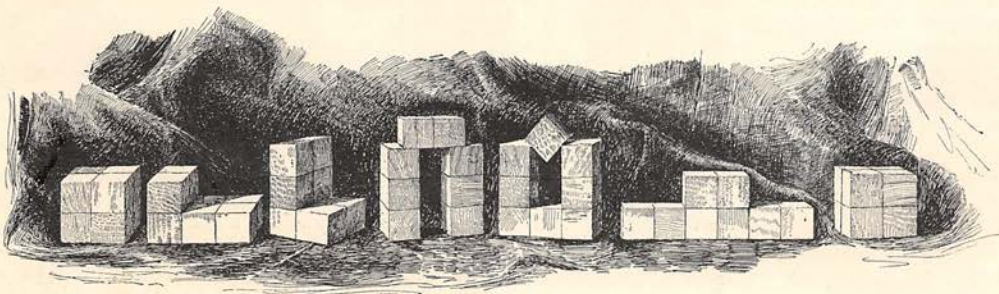
GIFT NO. 2.

The basis of the Kindergarten.—from it all the gifts and occupations are derived. Froebel declared that whoever fully understood this gift understood the kindergarten system. In it he saw the whole material universe epitomized and symbolized. (ANGELINE BROOKS.)

duce kindergartens, and in this Hungary has made unusual progress, as a part of its recent rapid development. Italy had already (1868 and 1871) seen the first kindergartens opened, which, after twenty years of united freedom, were to furnish the instructors to graft the new system on the public schools of the kingdom. Finland, that little enclave of home rule which lies in the despotism of Russia like the few limpid drops locked in the unyielding crystal, was to introduce it a dozen years later. England, which was reorganizing its school system by the education act of 1870, paid no heed to the new method; and nearly twenty years later, a teacher or two appointed by the London school-board, slight recognition elsewhere, and

accomplished.<sup>1</sup> The child thus trained is already well started on the golden road of thinking for himself. In his own proper person he is enough to transform any teacher loving her work, and called to deal with his training, and the demands of this new material must in time reach even a school-board.

The work of introducing this new influence into our public schools has been accomplished, in nearly every city where the work has been done, by noble and zealous women who opened free kindergartens at their own expense, often with the cooperation of educators like Dr. William T. Harris in St. Louis or Dr. James MacAlister in Philadelphia, always with the eventual conversion of school-boards, who



GIFT NO. 3. A SEQUENCE OF FORMS,—EACH FORM EVOLVED FROM THE PRECEDING FORM.

have, after all, no right to experiment with the public money until private enterprise has made the test.

<sup>1</sup> Report upon the Effect of Kindergarten Instruction, as observed by the teachers of the youngest classes in the primary schools of Boston, pp. 11–28. School Document No. 21, 1887. Boston, 1887.

<sup>2</sup> “The Kindergarten,” by Emily Shirreff, p. 5. London, 1889.

a vigorous but somewhat ineffectual propaganda showed all the progress made.<sup>2</sup> In London, in Manchester, in Dublin, excellent institutions exist, but “as regards influencing public opinion scarcely anything had been done,” even in 1889.

In this country, in 1870, the splendid work done in organizing and methodizing local instruction for twenty years before had brought



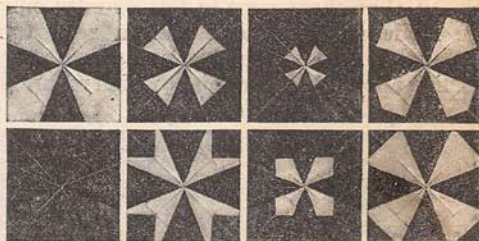


GIFT NO. 5. A SEQUENCE OF FORMS.

the plain beginnings of the baleful mechanical routine since apparent. There was, thank God, no minister of instruction, no great national system, no state license for teachers, no cramping universal method, no "payment by results," as in England; no minister, as in Prussia, "to watch his clock-face and know that every pinafores child had taken up primer No. 1 at this moment." The land was free. But each center of instruction in city and town was also in the hand of boards wedded to old methods and teachers trained to a rigid routine, and there were no organized or statutory means of introducing general reform.

How, then, was this novel and altogether vital method to make its way in this wilderness of school-boards? By the simplest of all paths—experiment. By the best of all leadership—devoted women. If before 1870 a single book had been published in this country on the kindergarten, I have been unable to find it. The "American Journal of Education," established in 1855, and lasting until 1881, had not given either Froebel or the kindergarten more than one indexed reference before the twenty-eighth volume, and this was in the fourth (1857), though references are thick from 1877 to 1881.<sup>1</sup> But in five years (1871-76) seventeen works appeared, with Miss Elizabeth Palmer Peabody leading in the vigorous polemic. There began straightway to appear honorable women not a few who organized and opened free kindergartens. In Boston it was the wife of the fortunate owner of the largest collection of Millets in the world; in St. Louis the daughter of a man prominent in affairs and politics; in Philadelphia a school-teacher; in San Francisco the teacher of a Bible class backed by the wives of new-made millionaires, and ably seconded by a young woman who—so closely knit together

is the vast extent of our republican empire—repeated in New York in the last two years the labors for this reform, which she had begun in San Francisco ten years before.<sup>2</sup> In each place, whether begun by Miss Susan E. Blow in St. Louis in 1872-73, by Mrs. Quincy A. Shaw in Boston in 1878, by Miss Anna Hallowell in Philadelphia in 1879-81, by Mrs. Sarah B. Cooper, Kate Douglas (Smith) Wiggin, and others in San Francisco, by the Free Kindergarten Association in New York in 1880-92, or by like associations in Brooklyn and Buffalo, the reform took the same course, save that in San Francisco the schools have never been transferred to public support, while in Milwaukee<sup>3</sup> the early introduction of the reform was solely by public agency, as in most lesser places. In St. Louis the first school, opened in August, 1873, had grown to 70 in 1876-77, and under the influence of Dr. William T. Harris was early incorporated in the public-school system. In Boston 14 schools and 800 pupils were taken over by the city in 1887, after the most careful inquiry and experiment yet given the kindergarten in our educational history, the report in its favor being signed by Samuel Eliot, Francis A. Walker, Joseph D. Fallon, and George B. Hyde. In Philadelphia 32 kindergartens were transferred by the Sub-Primary School Society to public support in January, 1887, the society



PAPER-FOLDING.—FIRST LESSONS IN GEOMETRY.

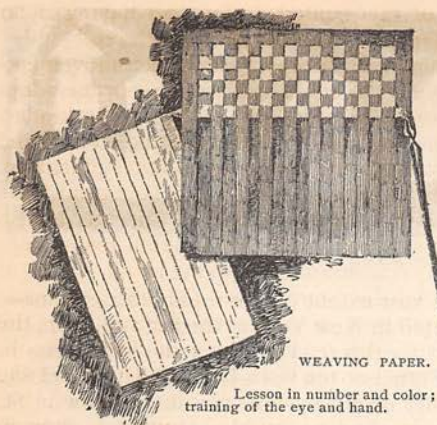
<sup>1</sup> "Analytical Index to Barnard's 'Journal of Education.'" Washington, 1892. Articles, "Froebel" and "Kindergarten."

<sup>2</sup> "Report made Dec. 18, 1877, to the Board of Public Schools," by Wm. T. Harris. St. Louis, 1878. "Kindergarten Tract No. 27," by William T. Harris. New York. "Charter and Reports Sub-Primary School Society," Philadelphia, 1881-86. "School-Board Reports," 1881-91. "School Document No. 278," 1887. "Report of Committee on Establishing

Kindergarten," Boston, 1887. "Californian," January, 1892. "Report New York Kindergarten Association," 1890. "School Journal," January 30, 1892. New York "Sun," November 8, 1891. New York "Tribune," March 20, 1891. "Reports U. S. Commissioner of Education," 1870-89, particularly 1886-87, 1887-88, 1888-89.

<sup>3</sup> "Proceedings of the School-Board," Milwaukee, Wis., September 3, 1889.





having received a city grant after 1883, and in 1885 one half of its expenditure of \$14,000 came from the same source. Last October in the four cities where this system is most completely established, Boston had 36 kindergartens and 2008 pupils; St. Louis, 88 schools and 5398 pupils; Philadelphia, 64 schools and 3800 pupils; and Milwaukee, 30 schools and 2873 pupils. In San Francisco the Golden Gate Kindergarten Association has received since its organization \$260,000, including an endowment of \$100,000 from Mrs. Leland Stanford, and the city has in all 65 free kindergartens.

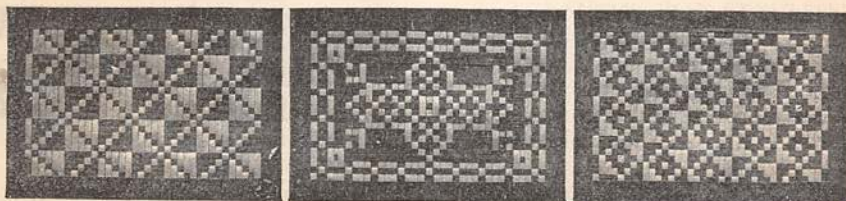
The double danger under which the kindergarten labors, of being treated on the one side as mere play, and on the other of being turned into a mere sub-primary school with books and slate to which children go a little earlier, renders it unsafe to generalize as to its progress and spread from such statistics as there are in the reports of the United States Commissioner of Education.<sup>1</sup> If these are to be accepted at their face-value, they show a growth which promises ere long to make the system universal. In 1870 there were in this country only five kindergarten schools, and in 1872 the National Education Association at its Boston meeting appointed a committee which reported

and St. Louis, public attention was enlisted by the efforts of Miss Elizabeth Palmer Peabody, the most important worker in the early history of the kindergarten in this country, and the system began a rapid growth. Taking private and public kindergartens together, the advance of the system has displayed this most rapid progress:

	1875	1880	1885	1891-2
Schools....	95	232	413	1,001
Teachers..	216	524	902	2,242
Pupils...	2,809	8,871	18,780	50,423

Down to 1880, these figures, outside of St. Louis, relate almost altogether to private schools. By 1885 the public kindergartens were not over a fifth in number of the schools, and held not over a fourth of the pupils. In the figures last given in this table there are 724 private kindergartens with 1517 teachers and 29,357 pupils, and 277 public kindergartens with 725 teachers and 21,066 pupils, so that the latter have now 27 per cent. of the schools, 33 per cent. of the teachers, and 42 per cent. of the pupils. I may add that the Bureau of Education has in addition the addresses of 267 public and 1878 private schools from which no returns have been received, so that the entire number of schools in the country is 3146, of which a sixth, or 544, are public and 2602 private. This advance of some thirtyfold in the number of kindergartens in fifteen or sixteen years is as extraordinary as it is encouraging—not less in the aggregate than in the share of these schools supported by the public. I have before me in addition a list of 118 kindergarten associations scattered over the country, each representing a membership and a society promoting Froebel's system in some of its many forms of application to the work of education and charity, for the kindergarten has done some of its most important work in institutions for the blind, the deaf, and the feeble-minded, proving for each of incomparable value.

Yet great as is this advance, the kindergarten as yet plays but an infinitesimal part in our



SOME INVENTIONS IN PAPER-WEAVING (SHOWING HOW THE INVENTIVE FACULTY IS DEVELOPED).

a year later recommending the system. Between 1870 and 1873, experimental kindergartens were established in Boston, Cleveland,

<sup>1</sup> "Report United States Commissioner of Education," 1887-88, pp. 816-824, and MS. report.

educational system as a whole. Of our public-school enrolment in 1888-89, 12,931,259, or 94 per cent., were receiving elementary instruction, and of these less than a fifth of one per cent. have had the advantages of the kindergarten. Only



Of the sixteen American cities with a population of over 200,000 in 1890, only four—Philadelphia, Boston, Milwaukee, and St. Louis—have incorporated the kindergarten on any large scale in their public-school systems. Four more—New York, Chicago, Brooklyn, and Buffalo—have kindergarten associations organized to introduce the new method as a part of free public education. In San Francisco kindergartens are maintained with no apparent expectation of uniting them to the free-school system. Only Baltimore, Cincinnati, Cleveland, and Detroit, among the seven cities left,—the other three being Pittsburg, Washington, and New Orleans,—are returned as having charitable or religious associations supporting kindergartens. In 1887-88, forty-six lesser places were named as having "one or more kindergartens, mostly experimental," connected with public schools. The entire work of providing a special education for children from three to six years of age is still in this stage in this country. Contrast this with France, where the *écoles maternelles*, begun by Oberlin in 1771, and given new life in 1826 by Mme. Millet, have substantially adopted the Froebelian principle and practice,<sup>1</sup> and had in 1887-88 an attendance of 741,224 between the ages of three and six in a population only two thirds

<sup>1</sup> "Maternal Schools in France," Circular, Bureau of Education, 1882.

that of the United States, and having a far smaller proportion of young children.

Compared, however, with like movements to secure the education of a class or the adoption of a new system of teaching, the kindergarten movement may fairly be considered unrivaled in the history of national education. "The good Lord could not be everywhere, therefore he made mothers," said the Jewish rabbi, familiar with that type of Jewish motherhood which in its supreme manifestation at Nazareth has transfigured the office, estimate, and influence of womanhood throughout the civilized world. The cause of these schools, rounding out the work and supplementing the responsibility of mothers, rich or poor, has appealed to the maternal instinct of women wherever it has been presented. The movement has been essentially theirs. They have led it, supported its schools, officered its associations, and urged its agitation. The same work remains to be done throughout the land. There is not a city, a village, or a hamlet which will not be the better for a kindergarten association. Experience has amply proved that these schools will never be introduced or established save by self-sacrificing pressure. Difficulties have vanished. Teachers have multiplied. Expenses have been reduced. There is needed only the personal effort indispensable for general success and universal adoption.

Talcott Williams.



## THE CHILD-GARDEN.

**I**N the child-garden buds and blows  
A blossom lovelier than the rose.

If all the flowers of all the earth  
In one garden broke to birth,

Not the fairest of the fair  
Could with this sweet bloom compare;

Nor would all their shining be  
Peer to its lone bravery.

Fairer than the rose, I say?  
Fairer than the sun-bright day

In whose rays all glories show,  
All beauty is, all blossoms blow.

What this blossom, fragrant, tender,  
That outbeams the rose's splendor,—

Purer is, more tinct with light  
Than the lily's flame of white?

Of beauty hath this flower the whole—  
And its name—the Human Soul!

While beside it deeply shine  
Blooms that take its light divine:

The perilous sweet flower of Hope  
Here its hiding eyes doth ope,

And Gentleness doth near uphold  
Its healing leaves and heart of gold;

Here tender fingers push the seed  
Of Knowledge; pluck the poisonous weed.

Here blossoms Joy one singing hour,  
And here of Love the immortal flower.

R. W. G.