of one coin is higher than that of the other, the cheaper will drive the dearer from circulation. This has been the experience of all nations. Various attempts have been made in the United States during the present century to circulate both silver and gold on equal terms, but there has never been any considerable period in which it has succeeded. Sometimes we had silver alone, sometimes gold alone, but never permanently the two together. A difference of 1½ per cent. in the value of one coin over the other has invariably driven the dearer one out of circulation. This has been the experience of other countries, and those to-day which are nominally bimetal countries conduct all their international business on the gold basis. It is this voice of experience which convinces many of the leading economists of the world that even if we had an international bimetallic agreement, the international business of the world would still be conducted in gold alone.

But whatever doubts there may be about the effect of international bimetallism, there are none about the folly of the United States or any other nation adopting a bimetallic standard separately, with free coinage of both metals, no matter what the ratio of value might be. If it were the present ratio, that of a 66-cent silver dollar, the result would be a plunge to the silver standard, the consequences of which we have discussed in this place (see "Topics of the Time" in May CENTURY). If the ratio gave us a dollar worth 100 cents at the outset, it would be impossible to maintain it with all the silver of the world poured upon us, as it would be, from other nations eager to get upon the gold standard. We should have the whole world against us in international trade, and would suffer loss in every direction. On this point, the oft-quoted words of Webster, in his speech on the Bank Bill of 1815, are complete and final:

> The circulating medium of a commercial community must be that which is also the circulating medium of other commercial communities, or must be capable of being converted into that medium without loss. It must be able, not only to pass in payments and receipts among individuals of the same society and nation, but to adjust and discharge the balance of exchanges between different nations.

The Kindergarten not a Fad.[1]

A RACE that is said to take its pleasures sadly,— a branch of which, indeed, by inheritance is inclined to look upon all amusement as sinful,— such a race very naturally produces many minds that cannot help suspecting the utility of an institution like the kindergarten, which might to a casual observer seem merely organized pleasure. This kind of observer, seeing for the first time a kindergarten "in full play," naturally asks himself, Can anything so delightful really be part of a grave, scientific system of education; or is it merely a pretty way of keeping children — especially the children of the poor — out of mischief?

That it is a thoroughly accredited, successful, scientific, and rapidly spreading educational device, and no mere fad of the moment, seems to be an established fact, as may be gathered from inquiry among the leaders of education everywhere in America, and from all the teachers who, whether kindergartners or not, have come into contact with the system.

The kindergarten is no longer an experiment. It is not now on the defensive, either on its educational or on its philanthropic side. It is rather for those who ignorantly oppose the kindergarten to show cause for their opposition in the face of the almost unanimous approval of experts, and the enthusiastic indorsement of all that part of the general public who have had the opportunity of becoming familiar with its methods and results.

OPEN LETTERS.

The Kindergarten in a Nutshell.

WHEN I wish to put my ideas on the kindergarten in a nutshell, I say that:

The kindergarten provides for two classes of weaklings that develop in a city community. First, the children of the very poor who lack the virtue of thrift, and do what they can to educate their children into the same weakness. The kindergarten takes these from the street at an early age, and gives them a humane introduction to neatness, cleanliness, and social union with their fellows, thus initiating them into civilization. On the basis of self-respect, industry and thrift will grow.

The second class of weaklings which develop are the moral weaklings; for example, those furnished by the class of spoiled children. The many chances for wealth in this country combine to create a class of people newly become wealthy. The time of the father has been absorbed in gaining the wealth, that of the mother in adjusting herself to the new social caste into which she has entered. Their children are precocious in directive power, and almost unmanageable by the ordinary tutor or governess. In the absence of parental restraint, they develop selfishness, indulge all their appetites, and often die of excess in early manhood. The kindergarten, through its mild discipline, and its facilities for employing these precocious children in work, by means of gifts, occupations, and games, succeeds in saving most of them.

I believe that the kindergarten should not be modified from the form in which it comes to us from Froebel and his immediate disciples, under the plea that it needs adaptation to the primary school. Such an adaptation ends in changing the kindergarten into a species of primary school of the old sort. The primary school is well adapted in its present form to pupils of seven years of age and upward. The kindergarten is the only good educational method invented for the child between the

[1] Besides papers in the present number, see article on "The Kindergarten," June, 1871; on "The Child-Garden," by Edward Eggleston, June, 1876; on the Adler "Workingman's School and Free Kindergarten," June, 1888; also paper by Felix Adler, October, 1889; on "Free Kindergartens in New York," by Angeline Brooks, November, 1889. In the Adler kindergarten, and the kindergartens connected with the New York College for the training of Teachers and the Normal College, kindergartners are trained, as well as in the kindergartens taught by Miss M. L. Van Wagenen and Miss Jenny Hunter, and in the school of Mrs. Kraus. The kindergartens of the New York Kindergarten Association aim at a high standard; and good kindergarten work is done in some of our private and mission kindergartens, Christian and Jewish. The New York City Board of Education has recently resolved to adopt the system.

ages of four and six. In the kindergarten age the child needs a symbolic education for his best nourishment. In the primary age the child has begun to feel the desire for learning the conventional instruments invented by the race for communicating and preserving human experience. He learns letters and numbers to great advantage in the primary stage. But if these are given him in the kindergarten age, it results often in producing arrested development.

W. T. Harris,
Commissioner of Education of the United States.

The Possibilities of the Kindergarten.

How to save the children, and how to reach the homes of "the other half," are the two questions most prominent before the philanthropists of the present time. A careful consideration of the means at hand for the accomplishment of these two inclusive purposes discloses the fact that there is no other available agency that in the least compares with the kindergarten. Apart from its philanthropic aspects, it is also recognized as an educational institution, and the idea of introducing it into our public-school systems has for some time been gaining ground.

It is true that the kindergarten has possibilities which ally it to the school, and it is claimed by some that when public kindergartens shall have been established there will be no further need of those whose object is purely philanthropic. However, a consideration of the methods employed in the attempt to adapt the system to the schools leads to the conclusion that they fail fully to appreciate the requirements of the true kindergarten, and that, under their administration, society will not realize its fullest possibilities.

One reason for this conclusion is that the school regards the kindergarten as a mere preliminary to the established course of school work, whereas a view of the present state of society must convince the careful observer that what is needed is not merely more school, but something different from the school.

In proportion to the population, the number of criminals in this country is greater now than it was twenty-five years ago, and, furthermore, statistics show that the average age of criminals is decreasing, each succeeding year adding a list younger than any of the preceding years. The cause of this alarming state of affairs may, to a great extent, be traced to the neglect of childhood.

It must be conceded that the public schools fail in not making character-building their primal duty, as, theoretically, the chief reason for their existence is to make good citizens. Their failure to do this necessitates, in many instances, the establishment of juvenile asylums and reformatory prisons, the object of which is to reclaim a dangerous class, who, had they been properly trained in early childhood, would have required no reclaiming.

An important failure of the schools in their adoption of the kindergarten is in not utilizing the two years between three and five; for if the kindergarten were to be merely preliminary to the school, with its present standard of purely intellectual training, it would be a mistake to overlook these years in which the child develops intellectually more than in any subsequent two years of his life, and to which the kindergarten is perfectly adapted. Before the development of the kindergarten there was no systematic course of intellectual training available for children below five years of age, the infant schools of two generations ago, with their forcing processes, having been abandoned as entirely impracticable. Important as these years are for intellectual training, the kindergarten values them especially as a time for moral and spiritual nurture—an opportunity for doing both preventive and upbuilding work.

Even should the public school take the child at three years of age, these social possibilities of the kindergarten, which are important factors in philanthropic work, would not be realized, for the public-school teacher is not required to know, and seldom does know, anything of the home life of her pupils. Indeed, her long hours and many pupils render this impossible. In all philanthropic kindergartens, however, visiting in the homes of the children is an essential part of the work, and the kindergarten is frequently a welcome visitor where no city missionary would be admitted, often supplying what is most needed, namely, a friend.

The true kindergarten regards not merely the intellect, but aims to cultivate the heart and to train the hand. It has a purpose entirely distinct from that which is practically recognized in the schools. It seeks to make children joyous, pure, trustful, docile, reverent, and unselfish, while it is conceded that the effect of school influences is often the very opposite.

Many of the faults of the schools are traceable to the fact that so many pupils are assigned to one teacher that she cannot give them attention individually, and the same conditions are found in most of the public kindergartens thus far established. The true kindergarten idea is to develop the highest possibilities of each individual child, and at the same time so to cultivate the social feeling that the individual will be subordinate to the good of the community. To promote these ends, the kindergarten must be in sympathetic relations with each of the children, and, therefore, the number must not be too great.

Angeline Brooks.

New York College for the Training of Teachers.

The Philanthropic Side of Kindergarten Work.

With the tide of immigration setting so steadily in the direction of this country, a certain quarter of a large city often becomes densely populated with people from some foreign land, who occupy it almost to the exclusion of every other nationality. They possess little or no power of affiliation with other people, and retain to a great extent their own customs and language, until they belong neither to the country which they have left nor to the one to which they have come. They are so crowded together in tenement-houses that evils which they do not bring with them are soon engendered and acquired by the dreadful conditions under which they live. It is in such places as these that the kindergarten may expect to accomplish much. But if we concentrate our energies to working among the older people, we are destined to see most of our efforts turn out to be fruitless. It is plainly taking things up by the wrong end, for it is with the children of these people that the great opportunity lies. It is an easy thing to guide in the right direction the heart and mind of the little child who is as yet unwarped by prejudice and distrust, not bound

by habits of long duration, and comparatively untouched by his surroundings. The writer recalls a little boy four years old, in one of the kindergartens, who used so many "swear words" that for the good of the other children he had to sit by himself. He was perfectly willing to use other words, but until he came to the kindergarten he did n't know there were any just as good. His mother kept a boarding-house for mechanics, and his home surroundings were of the coarsest and roughest kind. The kindergarten was the opening of a new world to him; he was very much interested in everything that happened, and seemed particularly fond of the flowers which were often brought to the kindergartner by friends. The morning after Decoration Day he came with a bunch of faded clover, which he gave to the kindergartner. She asked him where he found it, and the answer brought to light a touching little story. He had been thinking of one of the kindergarten songs, and the thought of dewy meadows, with white daisies and clover-tops really growing there, had touched his imagination; so after kindergarten was over he found some older boy to go with him, and they started on the elevated road to find the country. Just where they went no one knows, but he found some clover, and brought a large bunch back with him. On his way home he stopped at the kindergarten, but as it was late in the afternoon, and there was no one there, he went home, still holding tightly the beloved bunch of flowers, which he kept all the next day, while the kindergarten was closed. The following morning he started bright and early, and brought Miss B—— the clover, which by this time had all withered. He told her he had tried to bring some buttercups too, but "they all broke." It is no small thing to secure the heart and imagination of these neglected children. A wise man has said, "To fill the imagination with beautiful images is the best thing that can be done to educate little children." The mind imagines what the heart loves. At the end of the year this little boy's mother sent Miss B—— an envelop. When it was opened it was found to contain, as an expression of her gratitude for all that had been done for her little boy, two hard-earned dollars.

Mary Katharine Young.

The Eye and the Ear at Chicago.

A PRACTICAL SUGGESTION FOR NEXT MAY.

THE great assembly gathered on the opening day in the largest of the noble buildings appropriated to the Columbian Exposition in Chicago learned a lesson that was not set down upon the program. The lesson was this: that the ear is not as receptive as the eye; or, to use the terms Lord Kelvin applied to the senses, that the ear-gate to the mind is narrower than the eye-gate. And this is the way that the lesson was learned.

Never before in modern times, except in dreamland, has there been such an array of grand, varied, harmonious, well-proportioned, well-decorated structures as those that are standing on the shores of the lake, the lagoon, the canal, and the water-court of Jackson Park. The eye was delighted with their beauty and fitness. The most cultivated observers, and those who were uneducated, were alike enthusiastic in their admiration. For the first time, on a great scale, they saw the fine arts enlisted in the service of the useful and the liberal arts. Architecture, sculpture, painting, and landscape-gardening had been employed in preparing homes for manufactures, transportation, agriculture, horticulture, machinery, electricity, as well as for science, literature, education, charity, and for the pictorial and plastic arts. The mind instantly received a vivid and enduring impression from the sight of these examples of the master-builder's skill. The hospitable eye welcomed many new ideas.

All this was in remarkable contrast to that which followed. Within a vast assembly hall, perhaps one hundred thousand people—some say one hundred and fifty thousand—were gathered on October 21. There was here no effort to gratify the sight. Arrays of black coats and plain dresses grow less interesting as they increase in number. Over the platform hung a few flags, and a few plants stood upon the staging. That was all the decoration. But everything that could interest the ear was provided in profusion. The military bands played while the cannon roared. An orchestra and chorus, said to number five thousand musicians, performed a new composition; but the notes of it were only faintly heard on the speakers' stand half-way across the building. A Methodist bishop and a Catholic cardinal, not unused to vast assemblies, offered up prayers, which we may hope were heard in heaven, but were not heard by most of the audience. The penetrating voice of a lady accustomed to public reading carried a musical note to a distance, but it was only a note and not a word. The Vice-President of the United States read an address, but his hearers might have been deaf for all the pleasure they received. Two orators of distinction spoke in succession,—men who are wont to appear upon the hustings,—but in the gallery directly opposite the platform their eloquence was that of the dumb appealing by gesture and attitude. The ear-gate was closed to those inspiring influences which the eye-gate received so freely.

Is it worth while to offer a suggestion for the next vast assembly in Chicago—that of May, for example? Is it worth while to set the American people thinking about the difference between what appeals to the eye, and what to the ear? If it be, let the value of a pageant be considered. Let us imagine a vast room, or a great space in the open air, with a dais, on which the colors should be effective and harmonious. Let there be standards and floral decorations in abundance, arranged by some artistic hand. When the few chief dignities have been received, let other representative people be brought forward in groups bearing emblems or symbols which indicate their claims to consideration. Let delegations of the various professions and arts, in their appropriate robes, uniforms, or traditional dresses, be introduced. Let the workmen in every craft—the workers in wood, iron, brick, stone, the architects, sculptors, painters, decorators, manufacturers, engineers, carriers,—all who have been concerned in making the Exposition a success,—send their representatives to participate in the opening ceremony. A simple act, the bestowal of medals, wreaths, flags, would give point to the assembly. A sentence from the mouth of some high official, a collect, and a doxology would express all that language need say on such an occasion.

ton, Mr. Samuel S. Green of Worcester, Mr. Henry S. Nourse of Lancaster, Miss E. P. Sohier of Beverly, and Miss Anna E. Ticknor of Boston.

When the commission entered upon its labors, 248 of the 351 cities and towns of Massachusetts had libraries in which the people had rights or free privileges, and in 175 of the 248 there were absolutely free public libraries under municipal control. All together these libraries contained about 2,500,000 volumes, or slightly more than the total population of the State. The gifts of individuals in money, not including gifts of books, for libraries and library buildings exceeded $5,500,000. Yet there were still 103 towns in the State which had no free public libraries. These were nearly all small towns, many of which contained a declining population. Upon these the commission bent its energies, and the results of its first year's labor were very gratifying. An appeal was issued to them to avail themselves of the State's offer of aid, and 37 of them accepted at the spring town-meetings of 1891. Several towns made appropriations in excess of the amount required by the statute. A cheering effect of the law was the voluntary offer by individuals of books to aid in the formation of new libraries, and the commissioners were able to distribute over fourteen hundred volumes in addition to those purchased by the State. In many instances associations turned over their collections of books as gifts to the town; others made appropriations from their treasuries to aid in establishing a library; and persons of wealth, sometimes permanent residents of the town, sometimes summer residents or visitors, made handsome gifts of money. The total of individual gifts during the time which has elapsed since the commission was appointed is over a half million dollars, and in the same period individuals have provided the funds for the erection of eleven new library buildings. During the past year several towns have received gifts, ranging from $25,000 to $50,000, to be used in building free public library structures. In fact the State is well sprinkled with handsome memorial library buildings, there being something like seventy-five of these in as many towns.

The impulse imparted to this most patriotic and worthy work of popular education has not been confined to Massachusetts. It has spread all over New England, and is felt perceptibly in many Western States. New Hampshire has created a similar commission, and other States are preparing to do the same in the near future. There are memorial library buildings going up in increasing numbers yearly in all parts of New England, and free public libraries are everywhere coming more and more to be a recognized branch of the educational machinery of every city and town. An imperfect report of the gifts and bequests to libraries in the United States of which record could be obtained, which was made to the Conference of Librarians in San Francisco in October, 1891, placed the total at nearly $24,000,000. The true total is undoubtedly far in excess of that, but this is a sufficiently large sum to give encouraging evidence that people of wealth realize the importance of the work which libraries are doing.

It is urged with great earnestness by the leaders in the free library movement that in order to perform perfectly their high and useful mission all public libraries should be absolutely free. The charging of a fee, however small, greatly diminishes the usefulness of any library. The testimony of statistics upon this point is conclusive. When the public library of Springfield, which had been charging a small annual fee, was made free in 1885, the number of card-holders increased during the year from 1100 to over 7000, and the circulation of books from 41,000 to 154,000. A similar change in the Otis Library of Norwich, Conn., made about a year ago, increased the number of books taken out during the following year from 500 to 3000.

OPEN LETTERS.

The Kindergarten Movement in Chicago.[1]

WHILE an extended interest in higher education has been awakened through the opening of our new university, and the establishment of many centers of the university extension work, another educational factor is affecting no less vitally the heads, hands, and hearts of the little children of our city.

There are here three strong kindergarten associations working out Froebel's idea, each one pushing forward in distinctly different methods, yet all working for the foundation of character-building, by the trend given to the child's thought, word, and work during the first seven years of his life.

Each association maintains a training-school, and year by year the standard for admission becomes higher; the course of study is broadened, not only by new insight into Froebel's philosophy, but by a clearer recognition of the relation of the kindergarten to the school and to life in all its phases.

The Froebel Association — or Froebel Society, as it was first called — was the outgrowth of a Mother's Study Class, organized in 1874 on a plan suggested by Miss Elizabeth Peabody in a circular letter to parents calling on them to investigate Froebel's philosophy and methods. This study culminated in the opening of the first kindergarten in the city, conducted by a regularly trained kindergartner.

In 1876, Mrs. E. W. Blatchford organized the first free kindergarten, in memory of a little child. Later, as the faith in these principles grew stronger, and the desire of others to enter into this work increased, a more definite organization seemed desirable, and several members of one society visited Mrs. Shaw's work in Boston, Mr. and Mrs. Kraus's in New York, and Miss Blow's in St. Louis, and gained much valuable information in regard to the practical workings of the system.

The Church of the Messiah (Unitarian) was the first religious body to recognize the place of the kindergarten in church work.

In October, 1880, a public meeting in the interest of free kindergartens was called in Farwell Hall. The meeting was well attended, and a committee was ap-

[1] See several articles on the kindergarten movement in THE CENTURY for January.

pointed to consult on a basis of organization for extended work among the poor, and the establishment of a free training-school for kindergartners. Through failure to agree upon a training-teacher and a general plan of work, there resulted two associations. One of them, largely composed of members of the study class before referred to, adopted the constitution and practically the name of the older society; the other became known as the Chicago Free Kindergarten Association.

The difference in the work of the two societies as they now stand is mainly this: The Froebel Association recognizes in the plays of the kindergarten, with its gifts and occupations, the fullest opportunity for planting in the child's heart a love of nature and a love of "thy neighbor" which shall be a basis for a higher spiritual life to be developed later, from *within;* looking upon the kindergarten as a place where, in Froebel's own words, "the child may learn to *act* according to the commands of God, before he can learn these prescriptions and commands as dogmas." Moreover, it has ever been the ultimate aim of this association to promote the adoption of the kindergarten as a part of the public-school system; all teaching, therefore, has been on a basis so broad that no objection need be raised by Protestant, Romanist, or Jew.

The training-school under this association is not entirely free, although the fee charged is very small. The course of study embraces, as does that of the two other training-schools, not only a knowledge of the principles and methods of Froebel, applied in the use of his material, but training in physical culture; music, as adapted to the needs of little children; elementary science lessons; special study in form and color; psychology and history of pedagogy.

"The Free Kindergarten Association" holds that clear and positive Bible and temperance lessons, thoroughly adapted to the child's needs, are a necessity in right education. Therefore a progressive series of Bible texts, beautifully illustrated with decorative designs to be wrought out by the child's own handiwork, forms a part of each day's work. Little "Letters" containing texts of Scripture are frequently sent to the homes, and an earnest effort is made to bring the parents into full sympathy with the teachings which the children receive. A free training-school yearly enrolls a large number of earnest students.

A third factor in the educational field, which has within a few years claimed a foremost position, is the Chicago Kindergarten College, Miss Elizabeth Harrison, principal. The work of this institution has become widely known through its "Literary School," which includes among its lecturers many of the ablest scholars in this country. The "Mothers' Department," for the initiation and training of mothers in Froebel's philosophy and in all educational growth, enrolls among its members many intelligent society women, as well as those whose one aim in life is an earnest seeking after those truths which shall make their children free. The "Philanthropic Department" is supported mainly by the money received from the "Literary School," all surplus over and above current expenses going to the extension of kindergartens in the poorer districts of the city.

A kindergarten club of some two hundred members — mothers, teachers of private and public schools, and kindergartners — meets for study every Saturday morning. The officers of the club are chosen from the three organizations already named, and it is, therefore, a common meeting-ground, and is really representative of the different schools. Another significant factor in kindergarten extension lies in the provision which the Board of the Cook County Normal School (Colonel Parker's) has made for bringing to the graduating class a series of weekly lectures in Froebel's principles, with such adaptation of the methods in form, number, color, etc., as may be advantageously used in primary grades. These lessons continue through the year, and certainly do a great deal toward promoting a living and sympathetic interest between school and kindergarten. Colonel Parker will allow none to enter the special training-class for kindergartners at his school who do not take the full normal course.

In September, 1892, the Board of Education adopted nine kindergartens which had been sustained for some years in the school buildings — six by the Froebel Association, three by the "Kindergarten College." We hope that this experiment may be as successful as it promises to be, in paving the way for such legislation as shall make it possible to have kindergartens in any school where they are wanted.

There are in all about one hundred kindergartens in Chicago. This includes those under the auspices of the Jewish Manual Training School, which reaches hundreds of Bohemians, Polish Jews, and other foreign neighborhoods, and the large kindergarten supported by Professor Swing's "Central Church." A German association also has been organized, but I know almost nothing of their plans for work.

If there were three hundred kindergartens to-day in this city, still there would not be room for those children who are being educated in the street. When will the public demand this training as a rational, practical foundation for the education of these children, and not leave it to the chance, voluntary effort of a few interested people?

CHICAGO. *Alice H. Putnam.*

The Kindergarten in Turkey.

WE are permitted to print the following from a private letter from a missionary of the American Board of Foreign Missions in Turkey:

"With my circle of girls and young brides in Cesarea, we started a kindergarten nearly two years ago. We secured a good teacher, and soon had nearly seventy little people. We had to get some one to help the teacher. Later, Miss Burrage, who had gone to America for rest and study, returned to us equipped for kindergarten work. She has trained several young girls,— graduates of our school here,— and with them to assist her she is doing a grand work. The children are improving greatly, and the parents are astonished at the work that can be done for little people. They are learning, too, how children should be treated, and they are delighted with the results.

"So far we have had no help from our Board for this kindergarten work. We are longing and praying for a building for the school, and hope the Board can help us to that. The Destderaz Circle, with the help of some personal friends, has carried on the work.

"*Carrie P. Farnsworth Fowle.*

"CESAREA, TURKEY IN ASIA."