THE SILENT FORCES OF AMERICA.

By Maynard Butler.

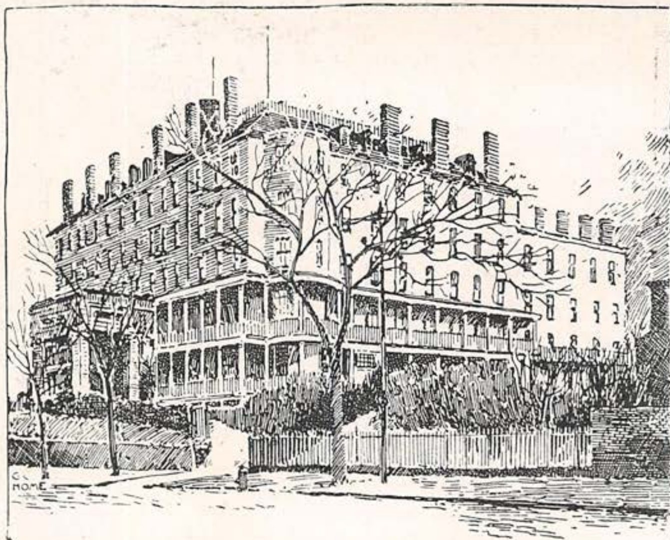
Illustrated by Special Photographs.

THERE is perhaps no stronger characteristic of a nation than the manner in which it performs its duties to its fellowmen. We look for large hospitals in France, but few private charities; we find many "Stifte" for the daughters of officers, and pensions for the aged in Germany. But public spirit upon a large scale, generally disseminated responsibility for the instruction of all classes, and protection for the weak, the unfortunate and the wicked, I venture to think exists chiefly in the two English-speaking countries.

Why, it would be difficult, and it might be invidious, to explain; but it cannot but be useful for the hard-working heads of educational, philanthropic, industrial and reformatory institutions, in England and the United States, to dwell upon the fact, not only for encouragement in their heavy tasks, but with gratitude that they have been given them. For it may well be considered a glorious thing that the altruistic principle, in the highest stage that it has yet reached, is regarded as distinctive of the Anglo-Saxon peoples.

The more intimately, then, that Great Britain and America become acquainted with the methods peculiar to each in its good works, with the differences in administration and the identity in aim, the more helpful will both be to the fellow-creatures whom both alike serve. It is therefore with pleasure that I embrace the opportunity presented by the courtesy of the Windsor Magazine to put before its readers some of the undertakings which have had influence in moulding the people of that vast country, the other side of the sea, which owes its earliest existence to England.

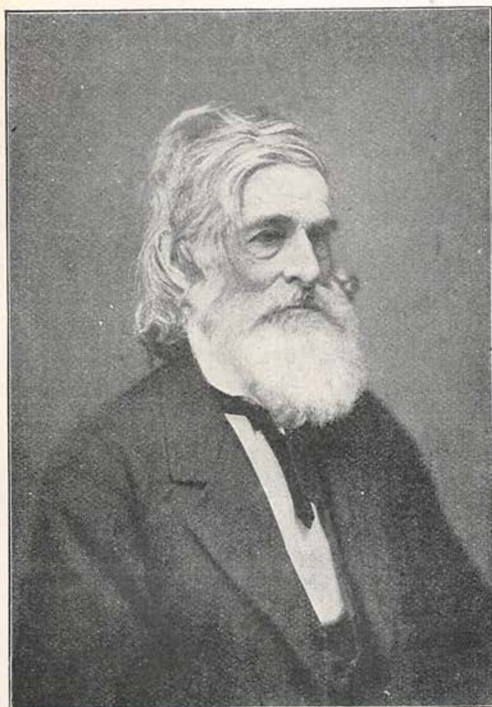
Some of these undertakings are unique. It was, for instance, first in Boston that a blind deaf and dumb child could become intelligent, happy, and partially self-supporting; and the process by which that end was, and is, attained is as fascinating as the end itself is astonishing.



THE PERKINS INSTITUTION.

In 1826 and 1830 two young American physicians, John Fisher and Samuel Howe, fired by the history of Valentin Haüy, and by what they saw while pursuing their studies in France, determined to force upon the notice of the State of Massachusetts the fact that her sightless boys and girls could be taught to read and write; to find out how many such the State contained, and to urge her to assume the responsibility of that modicum of education of which they were, at that time, considered capable.

This they did with such effect, that the Perkins Institution and Massachusetts School for the Blind, founded by them, now receives an annual grant of $30,000 (£6000). In it children are instructed in the branches of



DR. HOWE.
(*The last portrait taken before his death in* 1876.)

study that constitute the curriculum of the best common schools, in vocal and instrumental music, in the theory and practice of tuning pianofortes, in one or more simple trades, in some domestic occupation, and in gymnastic drill. They are also required to pass as much time as possible in the open air.

The institution possesses two kindergarten buildings and a playhouse for the little ones. In both departments the system invented by Dr. Howe is employed, by means of which those pupils are taught, to whom reference has just been made, who not only cannot see, but can neither hear nor speak. Nothing more marvellous, nothing so marvellous, in the realm of psychology has been known. There are at the present time four blind deaf-mutes in the school.

To the teachers whom Dr. Howe initiated into his strife with such misfortune, and to those whom his son-in-law, Mr. Michael Anagnos has prepared, the training of these children is a series of delightful discoveries. They speak and write of their work with an ardour infinitely touching, and would not exchange it for any other in the world.

It would be impossible here to describe the slow steps by which Dr. Howe arrived at the clue to the intellect of his first pupil, thus appallingly afflicted, Laura Bridgman; but so perfect did the results of his theory become in her that she, when grown, was able to aid in the development of the boy Oliver Caswell, and seemingly understood the magnitude of his disabilities. Dr. Howe died in 1876, but his work, carried on by Mr. Anagnos, and in the hearts and the annual contributions of his fellow-citizens, is to live for ever. The most interesting of the hapless ones now under tuition is Tommy Stringer, whose picture, as he was and as he now is, Mr. Anagnos kindly allows me to reproduce. "He was," says Mr. Anagnos, "taken from a hospital, whence he was to be sent to an almshouse. He could barely walk, and if left to himself would creep, a mere mass of vital clay, and devoid, it seemed, of the ordinary impulses of young creatures. He knew nothing but to make a crying noise if thwarted in his desire to hold anything that he wanted, and the same sound was his only means of making known his hunger and thirst. This was his condition in the spring of 1891, when he was admitted to the kindergarten. Through the special training that he has received, he has been transformed into a fine boy, instinct

DARKNESS.
(*Tom Stringer, photographed the day he arrived, totally helpless, although five years old.*)

LIGHT.
(*Tom Stringer at the present day—bright, happy, alert.*)

with life and spirit, active and abounding in good nature—not wanting either in obstinacy, and with a great sense of humour. . . . The question, 'What is your name?' having occurred in the reading-lesson, Tom's teacher said to him, 'What is *your* name?' He was naughty and declined to reply. But after having to stand upon a chair a short time, he consented to say 'Tom.' The next day when his book was opened he turned the leaf back to the old lesson and found the particular line. 'What is your name?' shouted 'Tom' at the top of his voice, and he made a motion as if to say, 'What a fuss I made about nothing.' He then settled himself for the new reading. . . . His sway is acknowledged by all the other boys, whom he rules in the playground with a rod of iron. If his authority is defied he uses force. The boys, however, are very fond of him, and will endure any indignity rather than have him punished. He extends his supervision to their manners indoors also, and upon one occasion when he had distributed sweets that had been given him, in laying the portion upon the plate of each of his friends, he clapped his hand over their mouths to see whether the proper 'thank you' was forthcoming. . . . He has a vocabulary of many hundred words, can articulate and speak several sentences, read by touch and carry on a conversation about anything that he understands and which, when printed, makes a little composition which would do credit to any child of his age. . . . 'How did you begin?'" says Mr. Anagnos, "is the question with which the teachers are perpetually bombarded."

Wrentham
August 28
Dear Mrs Davidson
Cows have
two horns They
have big ears.
Cows have long
tails They have
two eyes and one
mouth and hoofs
There are big cabbages
cucumbers rhubarb
squashes Tall corn
and beans in the
garden
With love an'
a kiss from
Tom
Goodbye Cow.

TOM STRINGER'S FIRST ATTEMPT AT LETTER-WRITING.

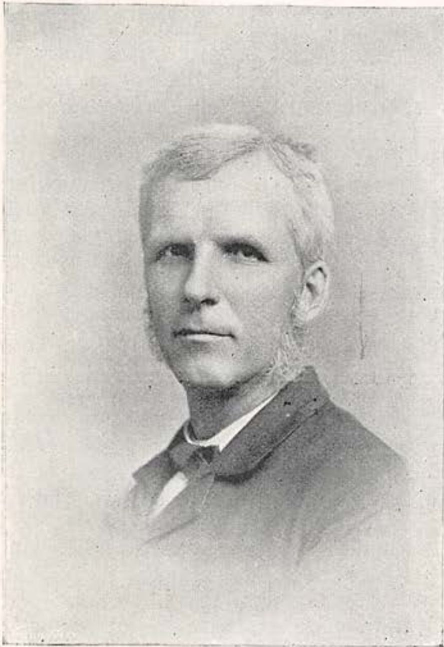
A visitor to the States who wishes to hear the beautiful solution to a seemingly insurmountable difficulty will obtain it by going to this school in South Boston. Fortunately, children thus maimed are rare in the United States.

Some of the names given to the teachers are amusing. One title, enunciated with evident affection and admiration, was "the old maid." Wondering what they could mean, the teacher, who overheard the conversation, took occasion, several days later, to inquire what an "old maid" was; whereupon the boy who had been asked said, "I think it is a pet animal that has been kept a very long time."

Twenty-nine of the forty-four States now support their own institutions for the blind, while the rest make provision for instruction in the schools nearest the homes of the children. It is to be remembered that these institutions are not conducted, as are most of the European establishments of like purpose, in the spirit of charity and favour, but, as Mr. Anagnos well says, "in the spirit of right and obligation." Thus the association, in the public mind, of blindness with beggary is destroyed. The American institutions for the blind constitute an integral part of the educational system of the country.

Until two years ago no national appeal for funds for the suffering, and no plan for human progress in New England—as those States bordering upon the Atlantic are called

—was considered complete until the name of Mrs. Augustus Hemmenway appeared in connection with it. From the founding of

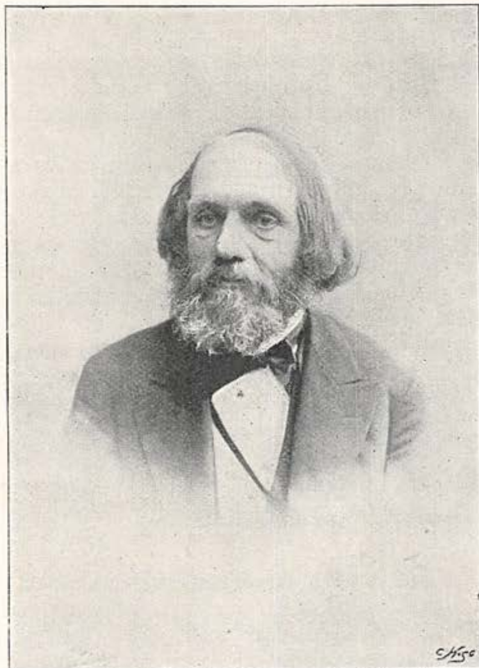


GENERAL S. ARMSTRONG.
(*Founder of Hampton Institute, Virginia.*)

eighteen schools for the freed slaves, thirty years ago, to the purchase of collections for a museum of art, not long before her death, Mrs. Hemmenway was unflaggingly interested in, and apparently inexhaustible in her resources for, everything that pertained to the welfare of her land. Many a Boston boy and girl will treasure, as one of their pleasantest memories, the personality of the sweet-voiced, enthusiastic, white-haired lady. The schools for negroes were but the beginning of a long array of splendid philanthropies. A trade school for boys, workrooms for girls, a cooking department, maintained in the public schools (it is to be remembered that the public schools of America are the board schools of England) until it was incorporated by the Board; courses of training for teachers in Swedish gymnastics, and the entire support of the system, until it also was adopted by the Board; unswerving yearly aid to the Hampton Institute for Indians in Virginia; the foundation of a course of lectures upon the history of America, for which Professor Fiske, of Cambridge, was requested to go to Holland, England, Portugal and Spain and collect records of the earliest colonists; the bringing of a band of Zunis from New Mexico to the anthropological department of Harvard University, the building of a superb gymnasium at the same University, and the thousand-and-one private acts of kindness and help, made up a life of extraordinary usefulness and charm. The only form of existence that seemed never to claim the attention of Mrs. Hemmenway was herself. Anyone who saw her during her last days, bound to her sofa, yet eager to receive her friends, and deep in the Aztec explorations and the remains of the mound-builders of Ohio, will have obtained a true idea of her unquenchable spirit and large intelligence. The impetus given by her wise expenditure of money and wiser expenditure of time, strength and good judgment, have been vital elements in the formation of public spirit in the United States during the past forty years.

From this honoured name it is interesting to turn to that of another gifted, far-sighted woman, whose life, passed for the most part in the seclusion of an invalid's room, has for twenty-five years been a powerful though most silent force in all that pertains in the States to the progress of women and the enlargement of their sphere of self-support. In her fine house in Beacon Street lives, from November till May, Miss Marian Hovey. To her go philosophers, poets, artists, musicians, university professors and college girls; medical students, writers upon political economy, overworked teachers, women physicians and young enthusiasts in any subject belonging to human advancement; and all leave her with a sense of having been appreciated, if not agreed with, of having received courage for their tasks, renewed interest in their

DR. CHARLES ELIOT.
(*President of Harvard University.*)



From a photo by] [*Scholl, Boston.*

THE REV. EDWARD EVERETT HALE.

professions, and hopefulness for their difficulties. The feeling that she has "received" as much as she has given enters into all that Miss Hovey does. Even when what she plans does not meet with the result for which she hoped, her interest does not cease, but is simply turned to another of the needs of those whom she is never tired of calling "brave women." It is difficult, if one has never seen an invalid surmount her disabilities—trample upon them, in fact, and rise above them—to conceive the enormous labour of which Miss Hovey is capable. The influence upon a woman's life of superintending her own property she believes to be of the utmost value.

"Of the mental and moral gain to a woman I cannot speak too strongly," she says. "It calls out qualities which are apt to remain dormant, and gives a sympathy in men's pursuits which is other than blind and emotional."

Upon the subject of suffrage for women Miss Hovey has always been an enthusiast, and regrets her inability to do anything "active" for it. She thinks that as, "unfortunately, the highest type of men in America do not enter into political life as generally as they do in England, their wives and daughters take comparatively little interest in it, and give their leisure and money to philanthropic enterprises; therefore England will probably have full woman suffrage before the older States feel its need." This opinion is shared by many thoughtful people in America.

From her earliest girlhood Miss Hovey's sympathy was moved to help, "not the very poor, but the educated and refined who were forced to earn their own livelihood." Then, as she says, "came the war, with the Sanitary Commission, to absorb our whole minds and the little strength I had. . . . To the generation who lived through the war, women as well as men, public service of some kind seemed a moral need. The form of work changed but the spirit moved on." And true indeed is it of Miss Hovey's own spirit that it "moved on."

Her latest undertaking has been the introduction of physical education into the public schools of Gloucester, the village nearest her summer home. It was, in fact, through Miss Hovey that the Ling system was made known in America.

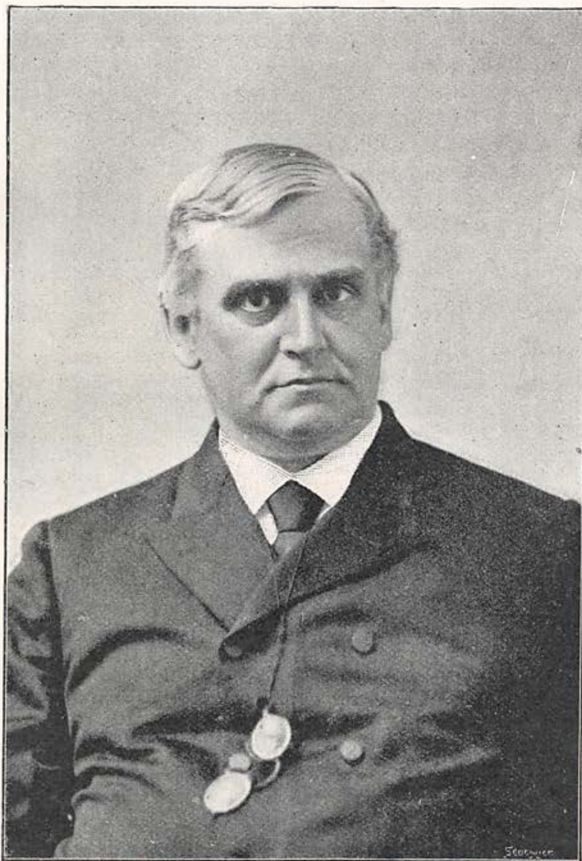
Although many other parts of the country than New England, and many other States than Massachusetts, have possessed great private benefactors, and have carried out

HIS EXCELLENCY THE HON. ROGER WOLCOTT.
(*Governor of Massachusetts.*)

great plans in philanthropy and education, yet it is undoubtedly true that the nucleus of such works has usually been found in that part of the country, and indeed in its chief town, Boston. One may therefore be pardoned for dwelling upon its institutions and projectors, for they may be regarded as typical.

Noticeable amongst originators in Massachusetts are the Rev. Everett Hale and Mr. Henry Higginson, one of whom, with his quaintly humorous and loftily didactic writings; and the other, with the creation of the Symphony Orchestra and the founding of fine concerts at cheap prices, have exerted appreciable influence from the Atlantic to the Pacific coast.

Few, indeed, are the young men and women of the present generation in America who have not heard of the books, "In His Name," and "Ten Times One are Ten," and of the "Lend-a-Hand" society that has grown out of the latter. Fewer still, perhaps, are those who have not been, or do not hope to be, listeners to the splendid body of artists whom Mr. Higginson's generosity brought together, something over thirteen years ago, and whose strength of purpose has kept it together ever since.



From a photo by] [*H. G. Smith, Boston.*

THE LATE DR. PHILLIPS BROOKS, BISHOP OF MASSACHUSETTS.
(*From a portrait kindly lent by Dr. Brooke Herford.*)

Mrs. Quincy Shaw, the sister-in-law of Mr. Higginson, is the foundress of the Boston day nurseries, in which working women may leave their young children to be taught after kindergarten methods. Mrs. Shaw also provided, many years ago, evening instruction and recreations for the parents, beginning, in fact, as her assistant says, "that kind of work which the University settlements of London now do upon a large scale."

The North Bennett Street Industrial House, and the numberless infant schools in the poorest quarters of the town, represent immense sums of money, time, patience, wisdom, and perhaps, most of all, undaunted faith in the possibilities of humanity. In all this Mrs. Shaw has been seconded by Miss Laliah Pingree, who, to further the advancement of the work, became one of the first women-members of the Boston School Board.

In purely literary influence, New England has also been, from the country's earliest days, and is now, the leader. Boston, Cambridge, Concord and Salem—the homes of Norton, Holmes, Lowell, Longfellow, Emerson and Hawthorne—are in the same State in which lived, many years later, Henry James, W. D. Howells, Mary Wilkins, Sarah Orne Jewett and T. B. Aldrich.

But it would be a non-vital force that did not disseminate itself and bear fruit far from its source; and Dudley Warner, George Cable, Hopkinson-Smith, Mrs. Burton Harrison, Mark Twain, Nelson Page, and Mrs. McEnery Stuart, are scattered from New York to South Carolina. Yet all these writers count themselves fortunate when they pass a winter in Boston, where they are certain of appreciation. Much of the charm of their winter is found in the "Saturday afternoons" of Mrs. James

Fields, whose interesting house has been the only salon of America for thirty years; in that club of young ladies, called the "Saturday Morning Club," which meets for literary and social purposes; in the drawing-room of the wife of the Governor, the Hon. Roger Wolcott, who is an American of the finest type; and, until a few years ago, a large part of that pleasure would have been sought in the home of the venerable Mr. Robert Winthrop, whose political dignity, noble spirit, and social distinction, are perpetuated in his Excellency the Governor's house. Yet if one and all of these philanthropists, private benefactors, authors and public men, were asked what life, during the last twenty years, had most stirred men in America to loftiness of conduct and breadth of character—what single individuality had been the most potent from west to east, from north to south, there would, I fancy, be but one name upon the lips of all.

From a photo by] [*Holmes.*

FAY HOUSE, THE ORIGINAL BUILDING OF RADCLIFFE COLLEGE.

Of the remarkable charm of the Rev. Phillips Brooks, late Bishop of Massachusetts, of the flame of his eloquence, the imposing personal presence and superb physique, the fiery enthusiasm, the exquisite courtesy, the amazing insight into human motives, much has been written. But until a genius in character, as well as in the making of biography, arises, the fragrance of that life, and its almost imperious sway over the hearts and lives of his countrymen, will continue to evade portrayal.

In the especial branch of progress relating to the higher education of women, Radcliffe College (which boasts relationship to Harvard University) and Bryn Mawr College (which might with propriety be regarded as the sister post-graduate college of Johns Hopkins University) stand first. Both, as far as my own observation goes in England, Germany, France and Switzerland, outrank all other places of learning exclusively devoted to women. Certainly none other of the many American so-called colleges for women approach them in character.

The history of Radcliffe is the history of the steadfast purpose and indefatigable exertions of the wife of the naturalist, Agassiz. Sympathy, Mrs. Agassiz had from a few friends, co-operation from fewer, when her idea to establish a series of courses for women students in Cambridge took root. In 1878, having testified to the harmlessness of the proposed invasion of femininity into the sacred precincts of the University, so long regarded as lord of all it surveys in that town, Mrs. Agassiz obtained from Harvard's authorities sufficient guarantee of tolerance, if not of enthusiastic acceptance, and the Society for the Collegiate Instruction of Women was incorporated. From that society sprang the prosperous college, named in memory of a certain Lady Anne Radcliffe, an English donor to Harvard in its earliest days.

Having now taken it, as Mrs. Agassiz says in her president's report of 1894, "under her charge," the University guarantees the validity of the degrees.

The diploma adopted is divided into two parts, the first bearing the seal of Radcliffe, and the words, "Præses Conlegi Radcliviani"; and the second, that of Harvard College, and the words, "Præses Conlegi Harvardiani."

The management is in the hands of a president, a dean, a regent, a treasurer, the council, consisting of the four officers, ex officio, and seven chosen members; an academic board, with a chairman, a secretary, a librarian and a medical adviser.

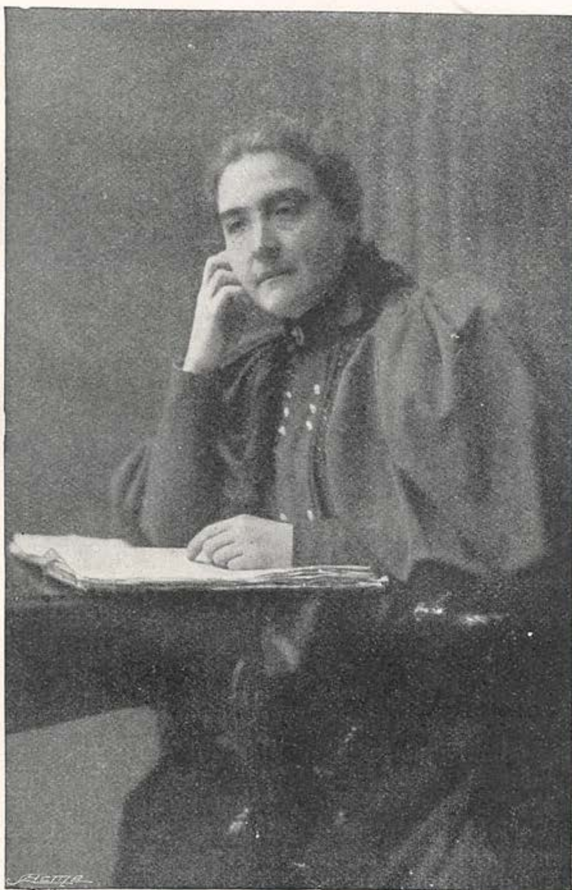
It has several scholarships, one of which was established by the pupils of the lately appointed dean, Miss Agnes Irwin, for which purpose the sum of $5000 was put into the hands of the regent.

Its corps of instructors is drawn exclusively from the faculty of Harvard University, and it is entitled to the use of the University laboratories.

To praise the work of Radcliffe College

would be to gild the rose. Its rank is established.

In the president's room at Bryn Mawr, a town about thirty minutes from Philadelphia, sits a lady for whose sake Leipzig University defied the omnipotent Prussian in 1881, and kept open its doors to women until this student had completed her course of study. But German courage exhausted itself in that one bold effort, and Miss Carey Thomas hunted from the Saxon University to Göttingen, and from Göttingen to Zürich, before she was able to obtain the degree for which she was in every case declared to be fitted. To the undaunted spirit and the power of resource then in germ, the superior condition of Bryn Mawr College under its present chief is not unlikely due. Equipped with a corps of forty-three professors and instructors, and attended by several hundred undergraduate students, it is yet in its post-graduate courses that Bryn Mawr is most conspicuous.



THE PRESIDENT OF BRYN MAWR COLLEGE.

The value of its standards is felt as an impulse to a broader mental status and less femininely anxious methods in the other institutions for women, which named themselves colleges, somewhat prematurely.

The dignity of its position in the world of learning is unquestionable, and its regard for the amenities of social life attract to it the daughters of families to whom the thought of the heterogeneous elements of the other self-styled colleges is repugnant.

Together with Radcliffe, it is, in the sphere of woman's progress, the greatest of forces.

I am enabled, by permission, to present the features of Byrn Mawr's lady president, and I deeply regret that circumstances prevent a like pleasure in regard to the foundress of Radcliffe.

No record of the moulding influences of life in the States, in this generation, would be complete without reference to the splendid organisations for working people, growing out of the socialistic tendencies of the day, and the honest endeavour of large-minded men and women to get to the root of the matter.

Mrs. Josephine Lowell, Miss Grace Dodge, Mrs. Kinnicutt, Miss Gould, Mrs. Frederick Nathan of New York; the gentlemen of the Church Club in the same city; the Brotherhood of St. Andrew in every State; the University Settlement in Chicago, under Miss Adams; and the National Council of Jewish Women, have all given time and attention to this problem. The championship of the Indians by that modern Bayard, Mr. Herbert Welsh, of Philadelphia, and the soldierly protection of the most helpless of America's nurslings, the negroes, by General Armstrong, deserve a volume to themselves.

The Council of Jewish Women—the growth of a country in which anti-Semitism, that blot upon continental civilisation, is comparatively unknown—is fast becoming the centre of Hebrew influence, other than the purely material, in the States. As a commentary upon the march of human events—and the possibility of religious progress is by no

means synonymous with religious change, it repays observation. In its first convention, held in November last, 3500 members of that race, whose men possess a prayer of thanksgiving that they are not born women, participated, and every shade of the Jewish faith was represented. The spirit in which these Hebrew women labour is thus expressed by one of the delegates. The words are striking; indeed to many readers they will appear startling. She urges "the loving study, in circles, of the New as well as the Old Testament; the study of the beautiful teachings of John, of Paul, and of the man Jesus, who learned them at Jewish knees and in the Jewish temple . . . One hundred years — two hundred years ago self-development was a whisper. Now it speaks through a trumpet. It is the key-note to progress. We Jewish women must not fall behind!"

They have their part in her titanic task of amalgamating, educating and setting upon their own feet, her Indian, her Negro and her variegatedly-European immigrants. In the work of moulding all these into that which they are all so eager to become—American Citizens—these Hebrews are one of what I have ventured to call the Silent Forces of America.