

life and symmetry; he explores day by day, lesson after lesson, into all its qualities and capabilities; and as he does this he is led to draw helpful inferences and applications from the different phases it assumes to him. He is never allowed to talk in incomplete sentences, and therefore all his ideas become clear and sharply defined, and at the same time he is encouraged to exercise his imagination upon the subject, and to make it the groundwork of any development of fact or fancy, provided always the distinction between reality and romance is kept clearly in view; and thus the powers of expression are so cultivated that from Kindergarten graduates, I think no teacher of higher departments will ever receive the now common and perplexing answer, "I know, but I can't say."

No one would understand from a mere description of the work the number of influences active in any one occupation; but any one who watches Kindergarten classes will see that many important habits of mind and body are being cultivated, especially a clear, prompt seizure of ideas; a ready, skilful obedience to the directions given, and a willing, intelligent submission to laws of order and social intercourse.

In the modelling, drawing, weaving, sewing, etc., no patterns are before the children; they either work from directions by word of mouth from the teacher, or give shape to some idea in their own minds which seeks expression.

In no one thing is the child treated simply as a passive creature, and so made dull and lifeless. He is made the centre and agent of his own education, and he constantly grows in mastery over himself and the material world. Instead of being filled with other people's opinions, his own are sought, discussed and deferred to when worthy, and he in turn required to defer to any found more worthy than his own. If ever the old vision of a perfect nation such as has inspired the dreams of many heroic souls, is to be realized on earth, it must come through such teaching as this.

I have claimed much for the moral training of the Kindergarten as directly exhibited on the will and passions of the child, but that is hard to demonstrate unless the sympathy of one's hearers gives them insight into the necessary results of the system; but there is one phase of the question more plain and definite, and that is the effect of the physical training upon the character. It is sufficient to insist upon this. To the most careless observer the physical gain will instantly appear. Every one knows what constant gymnastic exercises do for the body; and every one, I think, must have felt that a body healthy and strong is a most important moral auxiliary. How much peevishness, ill-temper and selfishness do we excuse because "The child is not well!" What we should not excuse in ourselves is the allowing the child to be ill. Dr. E. H. Clarke said, in his "Sex in Education," that the unhealthful mental stimulus of our public school system had a terribly weakening effect upon the morals of the pupils. I do not know but he exaggerated the evil; I trust that he did; but I believe that he had only too much foundation in truth for the assertion. If the fact is so, even to whatsoever slight a degree, that system which carefully avoids these harmful stimulants and develops body and brain in every fibre, together, must have the contrary effect and give moral stamina.

It is sometimes advanced in objection to these views, as an *a priori* refutation of the hopes of believers in the Kindergarten, that philanthropists have always been disappointed in the moral results obtained from the various educational methods that at first excited their enthusiastic support. Statistics may show that in the many imperfect developments of our civilization crime increases at a fearful ratio in defiance of our trust in education. But, as has been wittily said, there is nothing so false as facts except figures. And I doubt whether a broader, or, at least, a deeper,

view of the question will justify any discouragement or depreciation of what has already been done, because it does not take into consideration what must have been the inevitable condition of things had not education modified the life and manners of the people at large. Perhaps there would have been less ingenuity in crime manifested, but most certainly the annals of the world would have been infinitely more crowded with the more objectionable brutal sins to which humanity is prone. But whether or not there is any fallacy in the argument of past failure scarcely touches our position, for it is more especially because the Kindergarten system brings into play moral elements of education never before insisted upon that it is so essentially, in both theory and practice, a different system from all others; and we expect from it different results.

Many boards of education cry out that the system is so expensive that they cannot afford it. In and of itself the Kindergarten is not an expensive method, even compared with others. It can be made so by injudicious management, I grant; but inexpensive furniture is just as good practically, and more in consonance with the spirit of the true Kindergarten, than costly furniture is. One of the objects of the system is to show to children how much can be done with simple means, and that beauty and worth are dependent upon other things than cost of material. The question of salaries, however, comes in as a separate point. Least of all things do I think that there should be greater economy in them than is now practised; but, if there were only the interest felt that the subject demands, any good Kindergarten teacher, capable of training, should have volunteer assistants enough to enable her to take charge of fifty or sixty pupils, especially as no young girl's education should be considered complete until she has taken a thorough Kindergarten course, and so prepared herself to take the part of mother to her children, with an understanding of the child-nature and its needs, and a knowledge of the means of properly satisfying them. Thus there is nothing but the present want of knowledge and enthusiasm upon the subject to stand in the way of public Kindergartens. But private Kindergartens have to struggle against the same feeling, that of too great expense, without any reason at all. Parents say that they cannot afford to give their children this one best thing in their power to command for them; while, without a thought or murmur, they spend many times the money on a child in nurses who teach it evil, in dress in which it has no true comfort, and in unwholesome luxuries. I heard of a young lady the other day who had not any money left for lessons because she was going to so many parties; and I have had people come to me in their handsome carriages, dressed in silks and velvets, to say that they could not pay for their children's education. My heart sinks within me when I think how many these people are; and when I try to imagine some remedy for the disproportioned ideas by which they are governed, I know of no remedy but a Kindergarten training. I do not think that Kindergarten graduates will make such mistakes; but meanwhile must the little ones be sacrificed? A great and noble work is being done for the poor in charity Kindergartens, but I think the children of the rich are in need of missionary labor, too.

It seems to me that the influence upon society through those that are to grow up, or ought to grow up, to be controlling powers in it, is so great that something should be done in this direction as well as in those more distinctly called charitable. Schools guaranteed a certain sum, so that the tuition fee could be put at what those who do not wish to pay much for education would term reasonable, might, perhaps, answer the purpose and gradually make known the merits of the system, so that people in general would think more justly upon the subject.

And in this connection I would again urge the importance of a