

Grace Church Lawn.

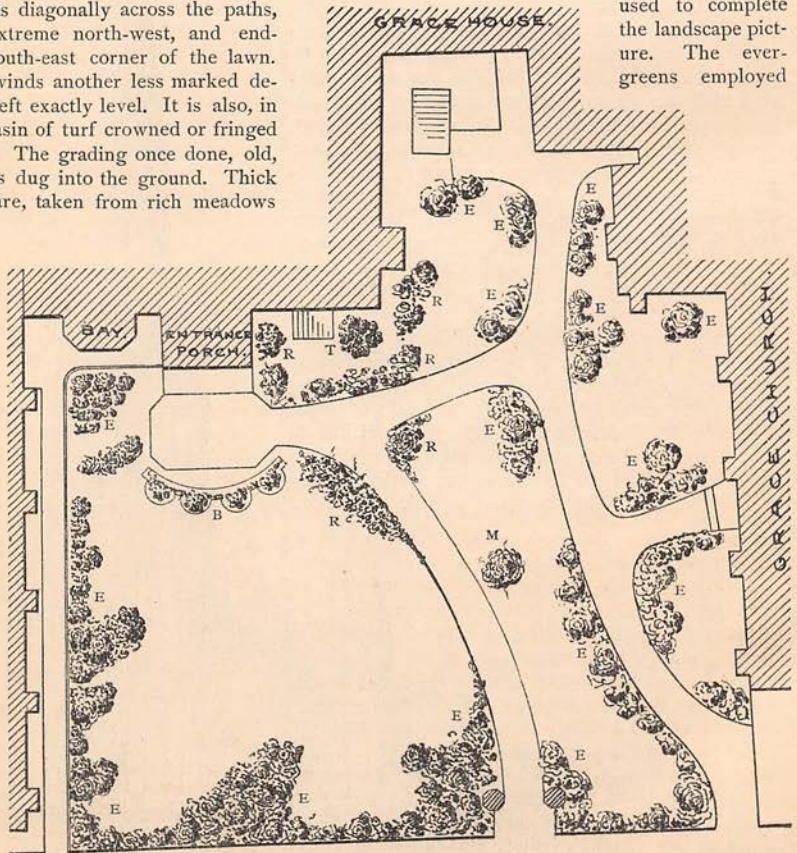
In view of the evident lack of interest in the ornamentation of church grounds, it may be profitable to consider briefly what I think is a good example of a city church-lawn—that of Grace Church. Grace House and the Rectory form together an irregular background to a lawn some sixty feet deep by one hundred feet long. Although this spot is unusually large for city grounds, and therefore more airy and suitable for planting, it has two great drawbacks. Reflected heat from high brick and stone walls, and the exclusion of all but westerly winds, make it parchingly hot at certain times during the summer. The soil in Grace Church yard was so poor, it was found necessary to replace one hundred loads of it with fresh yellow loam from the country. All the ground was trenched or turned over to the depth of eighteen inches with the spade, before the grading was undertaken. This deep culture is of prime importance in the construction of any good lawn, for only in this way can a permanently rich sod be obtained capable of enduring drought.

In grading, the aim was to secure a purely natural appearance, by making gentle knolls and undulations instead of abrupt angles and dead levels. The disposition of these undulations was so managed that a slight depression winds diagonally across the paths, commencing at the extreme north-west, and ending at the extreme south-east corner of the lawn. Down the south side winds another less marked depression. No part is left exactly level. It is also, in some sort, a shallow basin of turf crowned or fringed with trees and shrubs. The grading once done, old, well-rotted manure was dug into the ground. Thick sods about a foot square, taken from rich meadows where grass was abundant and weeds scarce, were laid over the entire surface, with the edges joined neatly, the whole being rammed so firmly that scarcely a joint was visible a week afterward.

For the purpose of securing the best effect of foliage both summer and winter, it was decided to employ evergreen plants for the most part. It was thought, also, that evergreens composed better with the architectural lines of the church buildings. In a general way, the system of planting was simple, consisting of a fringe about the outskirts of the yard. The entire border is, however,

diversified with capes and points of foliage jutting out in the center of the greensward. By the Rectory, in front of a window, grows a tall and very fine specimen of box-tree about ten feet high. This box-tree is made the key-note of an effect, composed of broad-leaved evergreen foliage plants, that are massed on either side of it and of the Rectory porch. There are to be found here specimen plants of rhododendron (*R. maximum* and *R. Catawbiense*), the former blooming much later than the latter. Smaller rhododendrons, azaleas, and euonymuses, cluster about the base of the group, and appear again on either side of adjacent paths. About midway of the grass-plot, on the border of the main walk, stands, and must have stood at least for a score of years, a grand specimen of the Chinese magnolia (*Soulangiana*). Although the lateness of the season at the time of the planting required that only evergreens should be used, it is the intention another year to add bright touches of gold and red, by the employment of suitable deciduous trees and shrubs, such as the Japanese maple and purple beech. It is also expected to introduce the pyramidal birch more freely than at present, as a means of brightening at a higher level the somewhat somber effect of the evergreens. A line of lower growth of bulbs, lilies, crocuses, and hyacinths, with herbaceous plants, as well as honeysuckle and

Japan ivy, will be used to complete the landscape picture. The evergreens employed



GRACE CHURCH LAWN FRONTING BROADWAY.

B. Bedding plants. E. Conifers. R. Rhododendrons. M. Chinese magnolia. T. Box-tree.

are chiefly waving and fern-like in appearance, consisting largely of Japanese cypresses, with a sprinkling of arbor vitæ,—pyramidal arbor vitæ especially,—and weeping and dwarf silver firs. Japanese cypresses have been selected because experience has shown that they are extremely hardy and well suited to the conditions of city planting. The diversity of form and color, too, among many single specimens of the different varieties of these Japanese evergreens is very wonderful. They are golden and green, and blue or bluish gray in color, and feathery and grotesque in form, as the case may be. To form the proper second line of evergreens in front of the larger kinds (to which the eye is thus led by agreeable and inabrupt transitions), there were used, dwarf arbor vitæ, Japanese cypresses, and the lovely Japanese *thinopsis Standishii*. A far greater variety of evergreens might have been employed, but it was thought that other kinds would not harmonize so agreeably, nor endure so well the urban summers and winters.

Samuel Parsons, Jr.

Servants and Household Economy.*

THE servant question is becoming one of the most puzzling practical problems of the day, for the liberty and equality idea has converted a large proportion of our lower classes into would-be ladies and gentlemen, who put up with domestic servitude as a repugnant chrysalis state, preliminary to the winged bliss of perpetual idleness. A servant who is willing to be called a servant, who looks forward to servitude as a life-work, is almost unheard-of nowadays. Any honest effort to correct this absurd assumption, so common in our lower classes, to teach them the true dignity of work, and to train them in habits of industry, and cleanliness, and intelligent labor, should meet with the fullest sympathy.

No movement of the present day, in the way of education, promises more than that inaugurated by Miss Emily Huntington, five years ago. The experiment first tried in 1877 has grown into a complete system, under the care of "The Kitchen Garden Association." The primary idea of the association is the establishment of schools and classes on the principle of the Kindergarten, where all the games shall be turned to practical account. The children originally taken were entirely of the poorest classes; the little waifs and strays of humanity who crowd the door-steps and alley-ways of the most squalid streets were gathered in and taught in the most delightful way how to do all the work of a house. The method is the natural way a judicious mother would choose to teach her own little children at home, only organized and adapted to the poor little creatures who have no homes, or worse than none.

Imagine a wretched little girl whose only experience of life had been of hunger, and dirt, and cold,—of hard blows and harder words,—suddenly turned into a school-room, clean, and warm, and bright, with birds and flowers. She doesn't have to learn her lessons out of books, with the meaningless reiteration of A, B, C; but from the very first the letters of her alphabet are delightful toys. The course is divided

into six parts, one for each month. First of all small bundles of sticks are put into the untrained hands, and the little one is taught how to build a fire, and to use matches, charcoal, and coal. These things must, of course, be taught in an orderly way, and to a number of children at once; and this is effected by timing each action to music, as is done in the Kindergarten system. Other games are added, dear to the heart of every little girl, such as scrubbing, ironing and folding cloths, tending the door, etc., etc.

The second month brings more interesting work. The children are ranged around a table, on which is placed, in front of each, a small toy table with cups and saucers, plates, knives, forks, dishes, napkins, and all the paraphernalia of a well-ordered breakfast-table. Each child is taught the name of every article, how to lay the cloth, and to set the table. Afterward she is made to clear away the things, wash the dishes, and put them away, and to polish the glass and silver, all the while singing little jingles that impress the idea of thoroughness and order upon their minds. This is as much of a game to the children as are the Kindergarten games, with the added significance that they are like the occupations of the older people around them, which every little girl takes especial delight in.

In the same way the children are taught in the succeeding months how to wait on the table, how to do laundry and chamber work, including sweeping, and dusting, and polishing furniture, and other lessons, concluding with the making of "mud pies," which is dignified by the name of molding. For this last game they are provided with pans and molding-boards and rolling-pins. Besides the pleasure that comes in the learning, the children have supplied to them a direct motive for well-doing. A good situation is promised to them at twelve years of age if they have learned their lessons well.

It is easy to see that this training is equally valuable to women who are to become wives and mothers, and have their own work to do, and that it may be of the greatest value, as well, to those who shall have establishments of their own with servants to control. No woman can direct her household so well as one who knows all the details of the work to be performed under her orders. For this reason classes of children in the higher walks of life have been formed, and are fully and delightfully attended.

The association was formed in 1880. At the end of a year, in May, 1881, a printed report was issued, from which it appears that nine hundred and ninety children were instructed in New York alone. Classes had already been established in Philadelphia, Boston, Brooklyn, St. Louis, and Cincinnati, as well as in the colored institute at Hampton, Virginia. England is waking up to the importance of the movement, and the idea has even been carried to Bombay by a converted Brahmin, who hopes to help his countrywomen by introducing among them a modified system adapted to their peculiar needs.

The work of the Kitchen Garden Association for 1881-2 has been supplemented by the preparation of a manual of household economy, which it is hoped will be introduced into both public and private schools. In this book a large amount of valuable information in regard to all matters pertaining to the household

* Household Economy. A manual for use in schools, published under the direction of the Kitchen Garden Association. Ivison, Blakeman, Taylor & Co. New York and Chicago.