

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 delightedly 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.

is condensed and classified; each division being supplied with questions to aid the teacher.

This manual was submitted in manuscript to the Bureau of Education at Washington, as well as to many prominent educators elsewhere, with reference to its introduction into public and private schools, and received the hearty approval of them all. A very favorable report was issued by the Commissioners of Education in 1878.

S. B. H.

Jenny Lind's Courtship.

"I AM a Quaker, as you know," a Philadelphian recently said to me, "and it is reported that, shortly before Jenny Lind's visit to our city, an aged lady arose in one of our meetings and said she had heard that 'Jane Lyon, a very wicked woman, was on her way to this country to sing,' and she hoped that none of the young people would be drawn away to hear her. Nevertheless, an uncle took me and my brother to the Saturday matinee. We had seats in the

balcony and so near the stage that we could in a way see behind the scenes. Early in the entertainment Jenny Lind sang, 'Home, Sweet Home,' and the audience was beside itself. Among the members of her company was her future husband, Otto Goldschmidt. He was to the audience simply an unknown pianist, and to be obliged to listen to anything but the voice of Jenny Lind was provoking. Well, the man played, and from where we sat we could see Jenny Lind behind the curtain listening most intently. When he had finished, the audience seemed in nowise disposed to applaud; but Jenny Lind began to clap her hands vigorously, observing which, we boys reinforced her, and, observing her face light up—I can see the love-light on it yet—we clapped furiously until the applause spread through the audience. When he had finished playing a second time, my brother and I set the ball in motion, and the applause was great enough to satisfy even the *fiancée* of Otto Goldschmidt."

M. W. F.

THE WORLD'S WORK.

Shop Conveniences.

A NUMBER of inventions have been recently brought out that are designed to save labor in shops and retail stores. The aim has been to find some means of conveying small parcels and packages from one part of the store or building to another without the aid of "cash" or elevator boys. The first of these examined was an elevator in an open well extending from the basement to the top of the building. At opposite corners of the well are wrought iron guides for the elevator platform or car. This car consists of a simple box, open on all sides and supported by a single wire rope. This rope, after passing over a wheel at the top of the well, returns to the basement where it is wound round a steel drum. This winding drum is controlled by gearing from a simple belt-shifting device, the power being delivered by means of a belt from the engine in the building. Connected with the winding drum is a brake for controlling the elevator and keeping the platform firmly suspended at any desired point. It is not intended to carry anything more than light freight. The usual chain or wire rope used to control the movement of elevators is replaced by a steel rod extending the whole length of the well. At every floor an arm is pivoted to this rod so that, by moving any one of the arms, the rod can be moved up or down sufficiently to control the winding drum. At every floor there is also a horizontal arm or lever having a gear at the end in the form of a segment of a circle. This gear is fitted to gears on the rod. By this arrangement the rod can be turned on its axis from every floor. Just above each floor there is placed on the rod a "dog" or stop. By turning the handle on any floor the rod can be rotated till one of these stops projects outward into the well. To understand the operation of this novel form of elevator, we may suppose the car is at the first floor and is filled with goods intended for the fifth floor.

The attendant moves the horizontal handle over a graduated scale until the figure five is reached. In this position, all the stops on the rod are turned away, except the stop at the fifth floor. The starting handle is then moved, and the car ascends with its load. It passes clear of all the stops until the fifth is reached, when the car catches in the stop and by its upward movement lifts the rod. This movement shifts the belts and puts on the brake, and the car stops. At the same time an alarm is sounded to give warning that the car has arrived. Perhaps the next trip is down to the second floor. The lever is moved over the scale to the figure 2, and the starting lever is moved. The movement of the rod releases the brake and shifts the belts below at the same time. The car descends and is stopped as before. The elevator has already been put in a number of shoe-shops and other light factories.

In large retail stores where a great variety of goods are sold in one building, it has been found necessary to employ children to carry the money to the cashier and to take the goods to the packing and delivery departments. To get rid of the expense and inconvenience of having so many "cash" boys and girls in such stores, a number of inventions have been brought out, designed to act as substitutes. The most simple of these is a light iron rail suspended from the ceiling of the store over the counters. On this rail run small two-wheel cars, each intended to carry a receptacle for money or parcels, or both. The salesman, on receiving the money for the goods, puts it in a car on the rail overhead, and it rolls by gravity down the rail to the cashier's desk. Here the car is taken off and the change is made and put in it, and the car is placed upon another rail and returned to the salesman. When there are a number of salesmen on one line of rails there must be some means of stopping each car on the return track at the right salesman or "station." To accomplish this there is at each station a graduated stop so arranged