

School Gardening.

A paper read by one of Miss Eddy's pupils, contains such a good description of a school garden, its preparation, and some of the uses made of it, that many of the young readers of the REVIEW will be interested in reading it. The following is the essay:

Our school garden was plowed last fall by two of the older pupils. Next May it was cross-plowed, harrowed, and afterwards well manured.

Then we had some hard work in picking up stones and breaking sods, but Lyman Simons, a young fellow of our district, broke up the sods and made it easier work for our rakes and hoes.

We squared the garden with straight edges, eight feet, six feet and ten feet lengths. Afterwards we were not all satisfied with the squaring, so we sent for the surveyor and he said it was correct. Then we began to help him to drive the stakes to mark off the paths and beds.

To do this we drove two iron bars, one at each end of the garden; then the surveyor stood at one bar and Lyman at the other to sight the line. According as they found the line straight we drove a stake at each of the four corners of our beds. Afterwards we had the pleasure of making our little drills to plant the seeds.

To make the trenches straight, we used the school cord. We also had to follow it to sow the seeds of carrots, parsnips, beets, onions, and flowers.

There was a mistake made in sowing the turnip seed because the line was not kept stretched along the drills while the seeds were being planted so the plants did not come up in straight rows; but in the weeding we made them pretty straight, so that no one could notice that they were sowed out of line.

We planted sweet peas and mignonette on the side borders; sun flowers and nasturtiums on the back ground; clovers and alfalfa on the front.

People came to see our garden and to get flowers for their sick friends and themselves; they found the bouquets very nice for they were so sweet smelling and pretty; they said they took a delight in the sweet smell they found at a distance and as they approached the garden.

When our vegetables were ripe we took a pleasure in going to the hospital, taking fruits and flowers to the sick. The matron and nurses thanked us and we were glad to be taken all through the principal parts of the hospital. We found this a beautiful brick building of three stories, with men's ward, women's wards and private rooms all well prepared for patients.

We were told that this fine building and beautiful grounds and gardens were donated by Mr. J. H. Dunn of Bathurst Village, who still supports the hospital by one thousand dollars yearly. Just before we had made our visit, he had given five thousand dollars to put water and other necessary things into the building.

Hospitals and gardens are both good things for our country.

In our garden we had a digging day on the afternoon of October 3. Some of the pupils dug carrots, others beets, others, turnips, potatoes, and parsnips. Some of the younger pupils pulled the onions and cut tops off the vegetables. All we dug were good and of a reasonable size. Then we each took home a share of the different kinds of fruits. Some we had sold before this in order to buy a school cabinet.

We found some of the plants doing their life work in one year so we called them annuals. All the pulse family that we had in our garden belonged to this class, except the clovers

and alfalfa; they live on year after year, so we call them perennials.

We also had biennials in the school garden; these were the carrots, parsnips, turnips, beets, and cabbage.

Next spring we intend to set out our biennials and raise our own seeds.

This was all a great pleasure to us, from the time we prepared the ground, sowed the seeds and gathered in our harvest; and now our beds are having barnyard manure spread all over them to fertilize for the spring's sowing and this must be spaded over to lightly cover the manure and turn up any weeds that may be starting to grow.

—LEONARD CORMIER.

A LEGEND OF THE CHRISTMAS TREE.

Once the Christ-child was wandering in the forest. It was bitterly cold. The forest was dense and lonely, and night was coming on. By and by as he wandered he saw a tiny light glimmering through the pine trees. As he followed its beckoning ray it led him to the door of a poor forester's cottage. Although the forester was poor, he had a kind, loving heart and was always pitiful to those in distress.

The little Christ-child, in the guise of a beggar, knocked at the door and begged for shelter from the gathering storm, and the icy cold. The forester seeing only a humble beggar felt great pity for the poor wanderer and took him in, and gave him food and warm comfort. Suddenly the poor guest changed into a beautifully shining vision and the forester gazed in wonder and joy into the face of the Holy Christ-Child.

There was a sprig of green on the mantel, for it was Christmas time. The Christ-Child took the sprig in his hand and planted it beside the cottage door. Then he vanished from their sight.

The little twig grew to be a beautiful evergreen tree that very night, and ever after, every Christmas Day, it bore presents for all the family.

By a stroke of genius the editor of Webster's New International Dictionary, decided on a two-storied page, relegating to the lower part obsolete words (gubbertushed, nawyse), those defined only by cross reference (Lacy's knot), uncommon dialectic words (unco), rare scientific terms (lacturamic), abbreviations (U. S. A.), and all except the most common Scriptural names, names of fictitious persons, and foreign phrases. This leaves to the upper part of the page all that a person ordinarily will wish to know; everything else is in the bottom section. There is no mass of confusing appendixes to waste time over.