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THESE simple phrases tell the story of a woman who wisely en-trusted her modest in-

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tion at an age of thirty years is more imposiont than getting fruit on young trees two or three years earlier. It would appear that moderate pruning of young apple trees is the safest practice to follow. It should reach in the formation of a rather strong framework with scaffold branches well piaced and should bring the trees into fruit production not the trees into fruit production not more than one or two years later than no pruning. Surely the eacrifice of one or two years is not as important to the average fruit grower as is the building of a reasonably strong tree. Such a pruning should consist of rather heavy cutting back and thin-ning cut at planting time; a removal of the longer growths originating from the central leader other than those intended for main scaffold branches and perhaps a light heading back to balance the tree after the first scason's growth; a similar theming out but less heading back after the second season's growth; a light prun-ing after the third season's growth, and very light thinning out of the previous season's growth thereafter until the tree has borne two or three crops. The thinning should, for the most part, be confined to the outer parts of the tree so as to admit sunlight and keep all parts of the tree functioning properly. Very few of the smaller growths in the interior of the tree

In case one is growing some fifter trees in between the permanent ones, I would recommend no pruning after the second growing season because these trees will probably not be rethese trees will probably not be re-tained for more than twenty yeers and we want to bring them into bearing just as early as possible and, further-more, we are not interested in the formation of a particularly strong framework.

framework.

Bearing orchards are frequently seen in which trees have been stripped of all fruiting wood except near the ends of the branches. In other words, all the fruit is borne out on the ends of the branches instead of being distributed throughout the tree. In many tributed throughout the tree. In many

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## School Children Form Music Club

Some little time ago the writer Some little time ago the writer listened to a very practical address by a teacher of music in the schools. In preparing her talk she said to her pupils, "Do you like your music hour? If so, give your reasons. If not, why not? I assured them," she said, "that I wished them to tell me truthfully and that I was quite as anxious for the negative as for the affirmative reasons."

"I do not like music because we have to learn many songs by note, which is very hard for me."

"The reason why I do not like music so very well is because we don't sing enough songs like 'Old Black Joe' and

"Because I cannot read notes and do not like to sing."
"Because I cannot read notes very

Some of the "yes" replies were:—
"The reason I like music is because
I like the kind of songs we sing. Another thing, we don't have to read the
notes always as we did in the lower

"Because we have learned to sing so many new, beautiful songs."
"I like music because the hour is a period of relaxation."

"I didn't care for music last year but I do now, because our teacher takes such an interest in us and ex-

plains the songs so well I have a new idea of music."
"Because it gives me an hour to forget everything else. It's one en-joyment everyone can afford."
"It helps me to enjoy concerts and good music of all kinds, and it also

is a pleasant pastime."

"Lest I be misunderstood," continued this speaker, "let me state before going farther that the pupils in my classes do intensive work in notation a portion of each period. My conten-tion is for a division of the time be-

