

Though it seems rather cruel of me to raise all these questions and then leave them unanswered, I am going to do so. If any one wishes a month later to know the answer, take the trouble to ask me and I'll tell you. In the meantime, make sure that your own conclusions are right. I shall venture only one statement. If there should ever be an orchard of Evangeline apples, it will *not* come from seeds taken from that Evangeline tree now growing in Annapolis County. Then, where will it come from?

Let us go back and pick another basket of apples! Where does the apple grow? Is it on the *end* of a twig or not? Did all twigs on the tree grow an equal amount last year? Notice that next apple. Is it on a twig that grew more or less than an inch last year. See, there's a twig that grew eight inches last year. How do I know? I know by looking at it. You look. Is it bearing any apples? No? Have none of the fast-growing twigs borne apples? That is interesting. Can we account for it?

The short, stout wrinkled twigs that bear apples are called "fruit spurs." I used to be told that for every spur I broke off when picking apples, there would be one apple less next year. Is that true? Look at next year's fruit buds. That will tell you. What? You don't know which are fruit buds? Then, the pleasure of finding out is still ahead of you.

Why are some of these apples more deeply colored than others on the same tree? Why are some larger than others? Did they all have an equal start in life? Cut open a large one and a small one. Are the seeds the same size in each? Might the size of the apple be influenced by the seed, or is the size of the seed influenced by the apple? Which is cause and which, effect?

It takes so much less time to ask questions than to answer them that I believe I'll ask some more. Even if you, teachers, don't know the answers yourselves, you should not refrain from asking your pupils. Search together for the answer. Let your pupils win occasionally in this game of "Hunt the answer."

Some of these apples are scabby. What is apple scab? How does it spread? How can it be controlled?

Perhaps we have picked enough apples for today. Let us sort them into No. 1, No. 2 and No. 3, according to law. Have you read the Act govern-

ing fruit marking? What shall we do with these wormy apples? What is that "worm" anyway? [Look up Codling Moth.]

Shall we pack in barrels or boxes? What is the legal size of each? Measure a barrel and find approximately its cubic contents. How much will a barrel of apples retail for at 30 cents a peck?

Of what kind of wood is an apple barrel made? What does a barrel cost? What kind of wood is used for hoops? What are pulp-heads? Find out all you can about these.

What other industries depend on the apple industry? Do you know about the manufacture of vinegar?

To what places are our apples shipped? Over what railways and steamship lines are they carried? What is the probable yearly revenue from our apples? How much do the transportation companies collect in freight on this one item? [I shall leave other questions for the teacher.]

Assign a few of these questions each week for the children to find out. If you yourself don't know where to find helpful literature, ask someone who does know. Above all things, use these everyday commonplace things to keep the children human and interested in human affairs.

ORAL DRILL IN PERCENTAGE.

1. What is 1% of:—a 100? b. 300? c. 150? d. 840? e. 780? f. 75? g. 80.50? h. 101.65? i. 1.63? j. .50?
2. What is 10% of:—a. \$40? b. \$200? c. \$150? d. \$360? e. \$19.35? f. \$13,046? g. \$8? h. \$76? i. \$150.50? j. .65?
3. What is 25% of:—a \$400? b. 160 days? c. 240 weeks? d. 56 bushels? e. 5.6 pounds? f. 14.4 T? g. .4A? h. .25 barrels? i. 1000 feet? j. \$1.25?
4. What is 75% of:—a. \$16? b. 72 sheep? c. 80? d. \$240.80? e. \$25? g. \$320? h. \$1½? i. \$8½? j. \$16¾?
5. What is 12½% of:—a. 24 quarts? b. \$500 c. \$0.72? d. \$7.60? e. \$140 miles? f. 600 rods? g. 320.08 A? h. 48½? i. 4.86 yards?
6. Find 20% of each number given in Exercise 1.
7. Find 50% of each number given in Exercise 40.
8. Find 30% of each number given in Exercise 2.