

W. M. B.—(a) How does the process of fertilization take place in the willow, poplar and alder? that is, how does the pollen of the staminate catkins reach the pistillate ones, and are these found on the same tree?

(b) Why do last year's pistillate catkins remain so long on the alder?

(a) In the willow and poplar the staminate and pistillate flowers are on separate trees. The pollen is conveyed by bees and also by the wind.

(b) In the alder the pistillate and staminate flowers are on the same tree. The pistillate catkins remain on the alder until after the seeds have ripened, and usually persist through the winter.

SUBSCRIBER asks the REVIEW "to give an opinion on the practice, too prevalent in many schools, of teachers requiring their pupils to write impositions as a punishment. Hundreds, sometimes thousands, of words are given, which are written by pupils detained after school. Too often these are not examined as to neat writing and correct spelling. The pupils, knowing this, have only one desire—to get through with the task as soon as possible, and therefore the work is done in a hasty, slipshod manner.

Impositions, that is, the writing of a word or phrase a certain number of times, or the copying of a certain number of lines from some book, are punishments that suggest the treadmill and other cruel and senseless penalties of by-gone days. They are certainly not in harmony with the modern idea of education, which seeks to brighten the schoolroom and make it attractive. It is worse than a waste of time, because pupils thereby form vicious habits of writing and spelling. If the laziness or carelessness of the pupil has prevented the completion in school of a fair share of work, detention after school, if the teacher has no other resources, may be resorted to; but the pupil should be required to perform such work under the eye of the teacher, neatly and correctly.

M. F. G.—Please solve the following question from the Academic Arithmetic, page 129, examination paper No. 52, Ex. 2: "A man hired a team to drive from Long Point Bridge to Port Hood, a distance of 15 miles, and back again for \$3, with the privilege of taking in one or two persons at any place in the road. When four miles from Long Point Bridge he took up the miller, and when ten miles from Long Point Bridge he took up the postmaster; on his return he set them down at the points he took them up. How much in equity should each pay?

As the man rode 15 miles and 15 miles return for \$3.00, he paid 10c. per mile. As he rode 4 miles without any company, he pays 40c. After he took up the miller and rode 6 miles with him, they pay 30c. each. After they took up the postmaster they each rode 5 miles, and the three paid 16 $\frac{2}{3}$ c. each.

Man	86 $\frac{2}{3}$ c. and return 86 $\frac{2}{3}$ c.	= \$1.73 $\frac{1}{3}$
Miller	30c. + 16 $\frac{2}{3}$ and return 46 $\frac{2}{3}$ c.	93 $\frac{1}{3}$
Postmaster	16 $\frac{2}{3}$ and return 16 $\frac{2}{3}$ c.	33 $\frac{1}{3}$
		\$3.00

SUBSCRIBER.—On page 88, Grammar Text, Nova Scotia School Series, we find: "The noun clause may be the object of a preposition; as, in 'whatever way he looked,' he saw danger." I have been told that the above so-called noun clause is not the object of a preposition, but cannot understand why it is not. Please state in the next issue of the REVIEW whether the above example is faulty or not, and if faulty, in what way.

"In whatever way (direction) he looked" = whatever direction he looked in = in every direction in which he

looked. Thus the whole sentence means that he saw danger in every quarter toward which he looked. Hence the preposition *in* shows the relation between the verb "saw" and the noun "quarter" or "direction" or "way," and governs that noun. Taking the sentence as given, the principal clause is, "*He saw danger in whatever way*," and the subordinate clause is "*he looked*." Or, if we may change the words, we have—principal clause = *He saw danger in every way*; Subordinate clause (attributive) = *in which he looked*.

The *ever* in the words, *whoever*, *whichever*, *whatever*, *wherever*, *whenever*, is equivalent to *every*; thus *wherever* = *everywhere*, *whichever way* = "*every which way*."

H. C. C.

W. E. H.—Some of my scholars have observed two birds this spring that they never observed before. They are pretty well acquainted with the birds in this district, and are anxious as to the name of these. I have no way of finding out the names but by appealing to you in "Round Table Talks." I will give as full description as they have been able to get.

No. 1.—About the size of a large night hawk; brown almost all over its body, with a large white spot on back—covering back from wings to tail; has a slim body and head; has a long bill. It was perched on the roof of the school-house this morning, and attracted our attention by pecking with its bill on the top of the roof. Its pecking sounded like the woodpecker's, only very much quicker.

No. 2.—This one was not quite as large as the robin, and seemed quite tame. Its body was of a bluish gray color generally, and underneath part of its wings and tail was red and brown, showing reddish at a distance. It has a red spot on its head, its tail is fringed with white, and it has two white stripes running lengthwise on its wings. It has a short, stout bill; makes a peculiar noise when it flies; has a round head.

No. 1 is no doubt the Golden Winged Woodpecker, often called the Flicker. No. 2 is probably the Pine Grosbeak, but your description is not sufficiently accurate to determine with certainty. Get your scholars to observe it again and write a better description; also of the Flicker, some of the most prominent marks of which are not given. It will certainly be of great benefit to your scholars to observe carefully and be sure of their descriptions before sending to the REVIEW. Then the "probably" will disappear from the answer.

SCHOOL AND COLLEGE.

Mr. C. W. Brown, of the Morris Street School, Halifax, has resigned his position and will shortly remove to British Columbia.

Arbor Day was celebrated on May 10th in all districts in New Brunswick except Inspector Carter's.

The trustees have had a fine hardwood floor laid in the advanced department of the Bloomfield Superior School, Kings County, N. B. Out of money raised by school concerts, the room has been papered and painted, the walls decorated with maps, pictures and mottoes, and the desks cleaned and varnished. The rooms are now quite home-like, and it is, without a doubt, one of the best buildings in the county, and a credit to the district. About thirty new books have been added this