

**The Review's Question Box.**

All reasonable questions will be answered in this column as space may permit.]

H., QUEENS CO., N. S.—(1) Does iron pyrites always crystallize in cubes? (2) In the quartz of a neighboring gold mine I saw several different minerals in small specks or patches; I am sending you some to find out what they are. (3) To what geological age do these rocks belong?

(1) Iron pyrites does not always crystallize in cubes. All its crystalline forms, however, belong to the isometric system. The octagon and dodecahedron are very common crystal forms.

(2) The quartz specimens you send are very characteristic of our gold bearing quartz. The bluish color is due to little pieces of slate enclosed at the time of the vein formation. The brassy mineral in each of your specimens is iron pyrites, which in this case is massive—that is, not in crystals. The bronze colored patches are copper pyrites. The small piece of silvery-looking mineral is marcasite, or white iron pyrites. It is the same in composition as the brassy pyrites already noted. A similar looking mineral in the largest piece you send is arsenopyrite. The small cubes which look like lead are specks of galena.

(3) The southern half of Nova Scotia, which includes the gold-bearing rocks, is usually classed by geologists as Cambrian, while the north and east are largely Carboniferous. L. A. DEWOLFE.

A. D.—Please analyze particularly the subordinate clauses which are underlined, and parse the verbs *may live*, *go* and *would tread*.

I. (a) He who fights and runs away may live to fight another day.

(b) He said, "I saw him go."

(c) We thought that the foe and the stranger would tread o'er his head.

2. Is it a common thing to see the Bohemian Waxwing at this season of the year? I saw one on a mountain ash on December 19th. It remained around the tree nearly all the day.

3. In Meiklejohn's Short English Grammar, page 79: "Be struck! would be good in grammar, but bad in sense. Hence, Be healed! has been substituted." Please explain this a little more fully.

I. (a) "Who fights and (who) runs away" are attributive or adjective clauses qualifying the subject "he." "May live" is in the present conditional, meaning that it is possible to live (for the purpose of) fighting (on) another day.

(b) "I saw him go" is a substantive clause, object of "said." "Go" is a verbal substantive in

the infinitive, equal to the noun "departure." "I saw his departure."

(c) The subordinate clause in this sentence is also a noun clause, object of "thought." "Would tread" is past conditional, meaning likelihood or possibility.

2. The Bohemian Waxwing is an exceedingly rare and irregular visitant to these regions. On the other hand, the Cedar Waxwing, or Cedar-bird, is very common, remaining here late in the season, and sometimes during the winter. It may have been the latter bird that was seen by our correspondent.

3. This occurs in the paradigm where the verb "strike" is conjugated in the passive voice. When the imperative is reached, the author thinks "Be (thou) struck" is "bad in sense," and substitutes "be healed."

A correspondent whose judgment may be relied upon suggests that it was Major-general Sir Charles Napier, not Lord Lansdowne as stated in last month's REVIEW, who sent the famous despatch to Queen Victoria—"Peccavi" (I have Sinned).

It is a wise plan to introduce the lesson on history, geography, reading, current events, or other subject, with some story or incident appropriate to the subject. The teacher and scholars should make clippings from the newspaper, or copy short extracts from magazines and books, and keep them in envelopes labelled "History," "Geography," "Current Events," or other topics where they can be used to advantage. These envelopes should be placed on the walls of the room where they are kept constantly in sight. The pupils will be interested in having a part in this, and you may nearly always depend upon their selections being good. Do not despise incidents with a spice of humor in them, if it is appropriate to the occasion. They tend to enliven a class, and prepare it for the more solid work that is to come.

The war in the East is always a topic of interest in schools. One teacher's plan is to place envelopes, labelled "Japan" and "Russia," on the walls, into which items and stories relating to this struggle and the history and geography of the two countries may be put.

A further extension of the Cape to Cairo railway, to a point 350 miles north of the Zambesi, has been decided upon.