

(6) Trisoctahedron, or Galenoid, u , or G ; (7) Adamantoid, mn , or A .

Dimetric System.—Here the vertical axis is denoted by a ; and the horizontal axes, being equal, have both the symbol b . The notation, therefore, becomes for—(1) Basal, bb ; (2) Front, or monaxial prism, or pinnacoid, ab ; (3) Diaxial prism, a ; (4) Octagonal prism, an ; (5) Front, or diaxial pyramid, or dome, mb ; (6) Triaxial pyramid, m ; (7) Octagonal pyramid, mn .

Hexagonal System.—In this system, as the axes are of two lengths, the symbol for the vertical is a , and for each of the three horizontal, b . And the notation is for—(1) Basal, bbb ; (2) Front, or diaxial prism, ab ; (3) Triaxial prism, a ; (4) Di-hexagonal prism, an ; (5) Front, or triaxial pyramid, mb ; (6) Tetraaxial pyramid, m ; (7) Di-hexagonal pyramid, mn .

Trimetric System.—Here the vertical axis is denoted by a , the macro-axis by b , and the brachy-axis by c . And the notation becomes—(1) Basal,

bc ; (2) Front, or macro-prism, or pinnacoid, ab ; (3) Side, or brachy-prism, or pinnacoid, ac ; (4) Rhombic, or diaxial prism, a ; (5) Macro-pyramid, or dome, mb ; (6) Brachy-pyramid, or dome, mc ; (7) Rhombic, or triaxial pyramid, m .

Monodinic System.—Here the vertical axis is denoted by a , the ortho-axis by b , and the clino-axis by c . And the notation is—(1) Basal, bc ; (2) Front, or ortho-prism, or pinnacoid, ab ; (3) Side, or clino-prism, or pinnacoid, ac ; (4) Diaxial prism, a ; (5) Ortho-pyramids, or domes, mb (upper), and (mb) (lower); (6) Clino-pyramid, or dome, mc ; (7) Triaxial pyramids, m (upper), and (m) (lower).

Tridinic System.—The notation becomes—(1) Basal, bc ; (2) Front prism, ab ; (3) Side prism, ac ; (4) Diaxial prism, a ; (5) Upper front pyramid, mb ; (6) Lower front pyramid (mb); (7) Upper side pyramid, mc ; (8) Lower side pyramid (mc); (9) Upper Triaxial pyramid, m ; (10) Lower Triaxial pyramid (m).

CLOCK-QUESTIONS.*

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THERE are several ways of solving the sort of arithmetical problems usually called clock-questions. You may ask help of some mathematical companion, who will, ten to one, look at you with pitying eyes, as though she would say, "Now, see here, my poor ignorant friend, this is the way you set about it;" or you may experiment on the parlour clock; or you may boldly avow your ignorance in the recitation room, thereby rendering yourself liable to receiving a slip of

paper on which has been drawn, with more speed than skill, the picture of a melancholy damsel with cheek resting despondingly on hand, saddened visage turned toward the blackboard, and underneath the scathing words, "Can't see through the 13th!" Another way of solving clock-questions is to work at them until you get them. This is perhaps as good a way as any.

But the clock-questions of which I wish to speak are not found in arithmetics; they meet us every day of our lives; they are of vital importance; they demand instant solu-

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