

All these varieties contain water, which is easily driven off by heat, leaving a white powder—plaster of Paris. Put a fragment of gypsum on a hot stove for a minute and notice the change to plaster of Paris. Do the colored varieties turn white under this treatment? Heat a piece in a glass tube and see the water collect on the sides of the tube.

One variety of calcium sulphate containing no water has been given the name *anhydrite* to distinguish it from gypsum.

Nova Scotia and New Brunswick export considerable quantities of gypsum, which is used for plaster of Paris and as a fertilizer. Alabaster, owing to its softness and whiteness, is cut into vases, statues, imitation books and other ornaments. Ornaments are made also from plaster of Paris, but they are casts, while alabaster is cut and carved.

Remember the standard test for limestone is its free effervescence with hydrochloric acid. The best distinguishing marks for gypsum are its softness, and its giving off water and crumbling to powder when heated.

While the varieties of quartz named last month should enrich your collections by at least ten specimens, this article should enable you to add at least a dozen more.

"With the Best Wishes."

In looking over our subscription books we see occasionally after a name scored out the phrase—"married and gone!" The announcement, conveyed to us by the good offices of some friendly postmaster or school officer has caused a feeling of regret that the bride (in nearly every case it was a bride) in the hours of her great happiness forgot that she owed us the duty (if nothing more) of asking a discontinuance of the REVIEW.

The following expressive note, brimming with happiness, was received the other day. The REVIEW extends its best wishes to a thoughtful friend.

To the Editor of the Review,—

DEAR SIR:—I have asked you a number of times since I have been a subscriber to the REVIEW to change my post office address, but now I shall be very glad if you will be kind enough to change the name from Miss _____ to Mrs. _____.

Yours truly,

If a teacher can make a school more interesting than the fish pond, the boy will prefer school to fishing during school hours.

Cardboard Construction in Rural Schools.

By H. W. HEWITT,

Under the direction of the M. T. T. Association of N. S.

There is no necessity for impressing upon teachers the value of cardboard cutting as an aid to the training of the senses of sight. Granted that some form of manual training is desirable in the rural schools, the choice will probably be the development of the idea through cardboard cutting. Work with Venetian iron, clay, raffia and wood, are all of importance, but all more or less impracticable. The outfit for cardboard construction is cheap and easily obtained, and the work easily graded and attractive. Having decided upon its introduction the problem arises of spending to the best advantage the available money and of finding time for its operation. In a graded school the training may easily be given to all the pupils in the department. In an ungraded school the primary classes may be dismissed at an early hour and the senior classes be given desk work needing very little supervision, leaving the teacher free to teach the cardboard construction to the intermediate grades.

Friday afternoon is, perhaps, the best time to teach the work. If the intermediate classes only are given the training the expense of a fairly complete outfit will probably be within the reach of the section. If training is to be given in all the grades the children may be required to bring their scissors, and, if necessary, pencils, rulers, etc. This course is open to many objections and it will be easier and more satisfactory for the teacher if the section will not furnish the funds to hold a school concert or other form of entertainment in order to secure the money. Such entertainments are always liberally patronized.

The following outfit is recommended, subject, of course, to variations due to local conditions: For 20 pupils—20 each 45 and 60 deg. set squares cut from heavy cardboard by the teacher; 20 pairs scissors, blades about two inches long from rivet to points; 20 foot rulers; 20 pencils, H. H.; 20 erasers; 2 small bottles liquid glue; 2 conductor's punches (round); several sheets of millboard for teacher's use in cutting cardboard; cardboard, drawing paper, cord and ribbon, as thought best by the teacher. A few other supplies may be thought necessary. All of them can be obtained from firms advertising in the REVIEW, and, in most cases, at the nearest town.

With regard to the course itself. The children are all eager to start the work, and, once favorably started, interest is easily kept up. The mistake must not be made of starting with geometrical fig-