

Nor were the sombre forests tenanted by the singing tribes or roamed by either reptiles or mammals.

We have only to add that during the latter part of the Devonian Age came the great series of disturbances which have already been referred to as the Devonian or Acadian revolution. This is shown by the fact that the Devonian beds in connection with all the earlier rocks, though necessarily horizontal when originally laid down, are now everywhere folded and crumpled. Further, in connection with this crumpling or as a consequence of it, the rocks have been altered and metamorphosed, as is not the case with those of later origin, and everywhere show evidence of the effects of subterranean heat. Where the sediments were deeply buried they became converted into granite, and it was then that the great belts of this rock which traverse the Provinces, such as the Nerepis Hills and York highlands in New Brunswick or the Cobequids and South Mountains of Nova Scotia, came into existence. Along Bear River in the latter Province one may see the granites penetrating the fossiliferous slates in innumerable branching tongues, while the fossils themselves, which in some places make up the greater part of the iron-bearing strata, have by heat become converted into magnetite. With these changes and the elevation of the ridges referred to Acadia assumed much of its present character so far as relief was concerned, though many changes had yet to occur before its long history was closed. These later changes will be the subject of consideration in ensuing chapters.

A prize was recently offered in New York for the best schoolroom game for girls. The game that won is called balloon and consists in trying to throw small balloons over a tape stretched across the room. As the balloons are very light it is difficult to get them to take the right direction, and this gives the girls plenty of exercise in looking upward and raising their arms, a form of athletics that is considered especially good after bending over books for some time.—*Pathfinder*.

I find the REVIEW invaluable to me in my work and am very much interested in the Current Events page.—M. S.

Correct English in the Lower Grades.—II.

BY ELEANOR ROBINSON.

Primary Written Work.

As soon as children can read easily in such a book as the first reader, and read and copy plain script, they should have lessons in English composition.

The foundation work must be practice in writing short, simple, unconnected sentences. The importance of this beginning can hardly be too strongly insisted on. For, if children are allowed to attempt to write connected narrative, the result will probably be a muddle of unpunctuated sentences, badly connected by recurring "ands," and years will be spent in correcting the bad habits that a too ambitious beginning has tended to form.

Begin, then, with short, separate sentences. Before allowing the children to write, teach them to observe the use of capital letters and full stops in short sentences in their reading books. Most of the sentences in the reader will be too long for copying, and special sentences must be made for the lesson.

Let the children make these sentences themselves. Call upon each child to say something about some object in the room—*e. g.*, "The window is high. The window is made of glass. We see through the window." Write the sentences on the board, drawing attention to the capitals and full stops. Then the children must copy them, being particular to begin each sentence on a new line.

When this copying can be done without a mistake, write on the board a block of short sentences without capitals or full stops, and have the pupils read them, telling you where to separate and punctuate. Then such a block of sentences should be set for them to copy, separating and punctuating correctly. Be careful to eliminate, as far as possible, chances for mistakes, by choosing a beginning for each sentence that could not well form an ending for the preceding one—*e. g.*, *not*, "my book is on the table near the window there is a plant I can see a white hen," but, "my book is on the table a plant is near the window I have a white hen."

When this work is mastered, give little dictations requiring the children to put in the capitals and full stops without help.