

Primary Department.

PRIMARY HISTORY STORIES.

Tell the stories of our country to the children of Canada. It is a good introduction to history proper, just as language work leads up to grammar. The stories of Jacques Cartier, Champlain, Lady La-Tour, General Wolfe, Laura Secord, and many others can be made of wonderful interest to children, if the teacher is a good story teller. It was pointed out in the last REVIEW that every teacher may be a good story teller if she chooses.

First, picture to the children the condition of this country many years ago, when it was inhabited only by Indians and wild animals. This will serve for an introduction. Next tell of the coming of Jacques Cartier in his old-fashioned ships, his meeting with the Indians, and other incidents of his voyages, as told in Hay's Canadian History Readings. Let the story be graphic and simple, and give but few incidents at a time. A beginning may be made in the third or fourth grade, and continued on a larger scale in the fifth grade. In the sixth grade should be told the stories of the lives of our great Canadians. These stories and biographies will lay a good foundation for the study of the text book on Canadian history which follows later.

PRIMARY READING.

Too much time should not be devoted to reading in the primary grades. It is too great a strain on young children. It is found where reading is interspersed with nature talks, with story-telling, committing to memory easy passages of poetry, early attempts at drawing and writing that they make more progress in reading than if they are kept at it too constantly.

It is a good plan for a teacher, after the children have passed beyond the stage of the oral story, to read to them, a little at a time, from "Alice in Wonderland," "Robinson Crusoe," "Little Women," and some other equally interesting story, or the books may be placed in the hands of the children to read for themselves. In this way the teacher may direct the reading of her pupils from the first, a most important matter to the child.

To this end the teacher should be a diligent reader of the best books for children. It is not sufficient to recall what she herself read in childhood days, for many good books are appearing from year to year with which she should keep in touch. It is important not only to know these by title, but

to read them and thus be able to keep her own interest in children's books fresh. Children are quick to detect the sympathy which springs from a teacher's actual interest in a book. Teachers find such reading a great stimulus to their professional work, more, perhaps, than a course in psychology would afford them.

Autumn Colours.

We're three little colours,
We come hand in hand,
The three little workers
To brighten the land.

We come in the Autumn
To make the world fair,
Just look all about you;
We shine everywhere.

Three bright little sisters—
Our names you can call—
Red, Yellow, and Orange
Are the colours of fall.—*Selected.*

September Riddles.

Riddle come riddle come ree,
A little red seed-box up in a tree,
To find the seeds
A body needs
To eat the box—now guess for me
This riddle come riddle come ree. (*Apple.*)

I know a fruit
So juicy and rare,
Of which it takes *one*
To make a *pair*. (*Pear.*)
—*Primary Education.*

A Pick-a-Back Play.

Away to market I was sent,
Without a horse, without a gig;
Away to market I was sent
To buy a good fat pig.

I chose the prettiest and best—
(A fat one, though it wasn't big).
I chose the prettiest and best—
A roly-poly pig.

I poked and punched it in the ribs—
It squealed at every little dig!
I poked and punched it in the ribs—
My roly-poly pig.

Upon my back I took it home,
I had no horse, I had no gig.
Upon my back I took it home—
My roly-poly pig.

No sooner had I brought it home
Than I began to dance a jig;
For it was baby on my back,
And not a little pig. —*Emilie Poulsson.*