

The Review and Primary Schools.

This Year's Outlook.

Some primary teachers have told the REVIEW with a refreshing frankness that this paper does not give as much attention to the lower grades as it should. There may be some measure of truth in this statement, although the editor's sympathy with the primary teacher and some of her difficulties has always been uppermost in his mind.

The REVIEW's readers are of different sorts, and all expect to find in it something suited to their needs. Trustees and parents, teachers from the college professor to the kindergartner are all numbered among our subscribers, and all read it with more or less interest. From a large personal intercourse with the teachers, and from correspondence, the editor is led to believe that it meets, to a larger degree than any other educational paper, the wants of the above classes of readers.

Teachers in rural communities, especially those in primary schools, have fewer opportunities of meeting with fellow-teachers or of access to selected libraries than have those in the towns and cities. To the former the REVIEW has always been a much-needed help and inspiration. This year it will aim to surpass all previous years in this respect, and give, especially to primary teachers, what will prove helpful in their work.

Primary Teachers, Be Helpful to One Another.

The REVIEW would like to be a medium for bringing primary teachers more in touch with one another. Have you tried something new in your work, and found that it works well? Send it to the REVIEW. Have you a pretty story, or little poem, that particularly interested the children? Give others the benefit of it. Have you some attractive device that no one else appears to have thought of, or have you gained benefit and inspiration from some book, or has one of your pupils written a pretty little story in her composition work? Let the REVIEW have it.

In the new school year that is just beginning let us all aim to make the REVIEW's "Primary Department" a helpful feature in our school work, especially to the inexperienced teacher. Those who have abundant resources in teaching can help, gently and unobtrusively in this way, those who have had fewer advantages.

With this introduction, let us up sail and away in

our boat together. It may not all be plain sailing before a favourable breeze. We may have to pull sturdily at the oar sometimes, but who is there who does not like to have his fibres made strong by some hard work. First, can you

Tell a Story Well.

For on that much of your success as a primary teacher depends. If you are not a good storyteller you can become one by practice, just as an energetic teacher who has an ear for music may become a successful teacher of singing. A bright, spontaneous way of telling a story in a sweet voice and with an attractive manner is a power which all teachers may possess, especially young teachers, if they exercise their will and their fancy. Children are greatly influenced by a pleasant voice and manner of speaking, hence teachers should listen as often as possible to good speakers and good readers, striving to recall afterwards as much as possible the tone and manner of the readers as they cultivate their own powers. Much depends on frequently reading aloud and reciting passages of good literature that one has learned in earlier years, the aim being to banish all striving for effect and to speak with the utmost simplicity, sincerity and naturalness.

Give the Children the Best.

When we think how wonderfully quick children are to acquire words to express their meaning, and in other ways respond to good teaching, we can realize the power that a teacher has who possesses a cheerful manner sweet voice without harshness, and a ready sympathy with children. Those who have heard English children speak well know what a charm there is in their round full voices and beautiful phrasing. We can secure equally good results for the children of Canada if we devote our energies to this end. With attractive voice and manner, and herself possessing an appreciation of good literature, the teacher can bring the child to appreciate the best English in good story and poetry. When children unconsciously begin to absorb what is best they will be slow to depart from this standard in after life. Bryant's "How to Tell Stories to Children," and Kate Douglas Wiggin's "The Story Hour," are excellent for teachers.

Not only are ideas of love, duty, obedience taught to young children by means of the story but all good teachers of English use it for the foundation of language and expression. Simple stories of real