

list there is as varied a collection of books as we were able to select and still keep in mind the interests and needs of the children and the limitations of the school.

The plan is this: Beginning with the third grade, select for each pupil (the teacher consulting with each individual and trying as far as possible to determine his interest) a book within his grasp and interest which shall be his reading book until he has completed it. If the teacher and pupil see that a mistake has been made, another selection will be made. Each pupil in the third grade should have a different book; one in which he is interested and above all, one which he can read. It should be too easy rather than too difficult. For those who belong to the fourth reader, selections in the same way should be made, striving to get books suited to the capacity of each. The same should be done for those in the fifth reader group.

Each child should be encouraged to read his book in school during the time for the study of reading; at home, or whenever and wherever he pleases, so long as it does not conflict with his other work. Some children may need curbing or checking a little in their desire to read, but most boys and girls will need to be encouraged to read as much as they can.

When it is time for the reading lesson, if these three groups do not make too large a class, have them all come to the recitation at the same time.

Nature of Recitation.

We shall suppose that the child has been encouraged to prepare, to the best of his ability, his report on his book or selection. Perhaps a book containing short selections or stories will be best adapted for the lower grades; the other groups may report their books by chapters. No one knows, except the pupil, what he has been reading. He is now to tell the story which he has read, and at the discretion of the teacher he is to read something from his book to the rest of the class. It probably will not be possible for every child to read or

give a report every day. The teacher will need to use her judgment in determining who should read more often than the others.

Possibly a poor reader will need coaching for the recitation so that he can make a creditable report. Should there be a very poor reader in one of the advanced classes, the teacher may select for him a book listed in a lower grade. He need not know that he is reading a book which usually would be considered as belonging to the third grade when he himself is perhaps in the fifth.

Where to Get Material.

The ideal way for carrying out this plan is to have in the school library a set of books similar to those suggested above. But I am aware that not all teachers can have a satisfactory supply of supplementary books for their schools. Through various means material may be gotten for this work.

Encourage the children to bring to you, for your inspection, selections from their Sunday school papers, the "Youth's Companion," and children's papers of various kinds. The older pupils may read magazine articles from the "World's Work," "Literary Digest," the "Independent," and even articles from the daily newspapers.

Catalogues of general merchandise, of farm implements, of automobiles, etc., will serve as one of the best means for finding out children's interests. The catalogue may be used in the following way: If a child does not know what he wants to read, let him take a catalogue (let him choose from your list of catalogues, if you please) and in it find something he wishes to tell others about. Let the only restriction be that he must bring something to the class which he has learned from the catalogue. If, for instance, he should show by this that he is interested in guns and sporting, possibly you may interest him in Moffett's "Careers of Danger and Daring." In short, by this plan you will find his interest and help him select a book that he may enjoy and which will carry him along into more.