

believably small compass. Many of these rare specimens of the hat weavers' art require six months in the making, and they bring all the way from fifty to one hundred dollars.

Sometimes a hat will bring much more even than this, when it has been

woven by an expert for someone who requires the very best and is willing to pay for it. It is said that the two most beautiful Panamas ever made were woven in Ecuador. These brought two hundred dollars apiece, and were for a French marshal and Napoleon III.

TEACHING READING IN THE RURAL SCHOOL

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A boy left his reading book in the schoolhouse. It was the one his teacher had helped him pick out for his very own. That night it rained and washed out the bridge between him and his book. So what did he do the next morning but wade the creek and come to school wet as a rat, that he might get his book. He did not want someone else to read his story before he had a chance to tell it.

That was a cold bath in February. But it shows that the plan described below will work.

In the following paragraphs a consideration of the teaching of primary reading has purposely been omitted. It deserves a special treatment of its own, for there is no good reason why the very best primary methods may not be used in a rural school. The function of primary reading is to give to the child a mastery of the mechanics of reading. He must gain ability to recognize and call new words without the aid of the teacher. He must learn to associate the written or printed word with the idea. He must learn to glean thought from the printed page. If the teaching has been well done, this task can be accomplished in two years; otherwise, it may take three years.

However, some of the following plans may be used in the primary grades. There is no good reason why the first and second grades may not read to each other, both classes being called at the same time. This will be done when both classes have mastered the mechanics of a selection, and are reading for ease and grace in production.

Let us suppose the above mechanics have been mastered and that the class now needs skill in reading and appreciation of good literature; or, in other words, the pupils need to learn to like to read. What then?

First, will my reader answer this question satisfactorily to his own mind: Why should a child learn to read? Does he learn to read that he may show the teacher and his classmates how flip-pantly he can call the words? Does he learn to read that he may read, that he may get information and pleasure from books? Does he not learn to read aloud that he may convey this information and pleasure to others? If left to his own inclinations, evidently, he will read to another something in which he is interested himself and in which he thinks others are interested. You do not read to your mother something that she has already read or something in which you are not interested or in which you think she will not be interested. On the other hand, when you find something in which you are interested, which you think mother has not read and in which she will be interested, this you will read to her. Have you never felt that burning desire to tell something which you know to others who do not know it?

Are not these the simplest motives for reading? But do we use them in the ordinary reading class? Is it possible to make use of these very natural and simple motives in the country school? Let us see.

A list of books for reading work of pupils from the third grade through the seventh has been compiled. In this