

I know that this arrangement works well; and I cannot conceive of any method better calculated to make good readers. But many of you may have your own plans already formed and producing satisfactory results. In such case, it will be well, before attempting to modify your procedure by any theory, to bear in mind the adage to which I referred at the commencement of my address, "That which is best administered is best."

There is but one other point I wish to notice, in conclusion; that is the importance in teaching reading, of simultaneous exercise. We know how the voices of a congregation are led in singing, by a single precentor. The same influence of voice developing voice will be found in the simultaneous exercise of a class in reading. Of course the individual voices will be tested from time to time, and separate readings will be occasionally prescribed; but the general exercise of a class will, with great advantage, be simultaneous. You can readily distinguish a discordant vowel or inflexion, even when twenty or thirty voices are sounding together. Your pupils in this way receive a much larger amount of exercise and the interest of the class is much better sustained than when each individual is called on for the few moments which can be allotted to him for separate reading.

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