

The Educational Outlook

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EDITORIAL.

Reading Aloud.

READING aloud to the children and in the family circle—how fast it is becoming one of the lost arts. What multitudes of children of former days were entertained and instructed by this practice, and how few there are so entertained and instructed now-a-days. Children now, after being taught to read, join that great army which takes in the printed word swiftly and silently. Most parents, doubtless, are too busy to spare time to educate their sons and daughters by reading to them, and as the children grow older they find their hours too crowded to devote any of them simply to listening. "What is the use?" they would say, if asked, "tastes differ, and we can read what we want in a fraction of the time that would be consumed if we had to sit

still and hear it."

This is all true enough, but is there not something lost in having the custom of reading aloud lapse so entirely? As a sign of the times, the change is another proof of the rush and hurry of life, and, in the family, it is more or less to be considered an evidence of the tendency to "independence" on the part of the younger members. Common interest in a good book read aloud by a father or mother, is a factor in the home that is important enough to have some attention paid to it. The opposite of "skimming" a book, it develops certain mental faculties, that it is well to have developed, and as an exercise in elocution for the reader it has a distinct advantage. Books so read are remembered, and the influence on character far exceeds that of many a volume whose pages are turned in a desperate