

the apprehension of the inner faculty, and where mental organs, alive to the harmonies of the unseen world, accompany entire insensibility to every external sound. As respects the subject before us, the ear occupies a most important part in connection with the school, and in the intercourse of the scholars with each other as well as between them and their Teacher. To mention more fully a few particulars: A Teacher must himself labor under no material defect in respect of hearing if he expects to be successful to the fullest extent. Some might imagine that, in one way, a Teacher's infirmity, in this respect, might rather be an assistance to some scholars than otherwise, so very prevalent is the habit in schools of speaking or reading so as to be almost inaudible, that the very peculiarity of the circumstance would compel the scholars to exert their voices more than they commonly do. I am disposed, however, to judge differently, and to conclude that it would not be productive of the desired result, at least not more than to a very limited extent; that the same drawback would exist as may be found where a reading class is placed at the extreme end of the school-room—some scholars speaking better out, but others speaking still more inaudibly, from the increased distance, and, consequently, having inaccuracies in pronunciation, or otherwise, only more and more confirmed. It is a point of primary consideration in all good reading that it should be audible. There are, of course, many other requisites, but this is the only one we have to do with at present. The more attention all the scholars in a reading class can be got to give, the better, and the less embarrassment put in the way of those who are naturally timid or diffident of their own powers. For this reason, it seems a good method, one that is not practically unknown, to make no corrections whatever, nor permit any, while a pupil is reading aloud; but when that is over, to throw the reading, with all its defects or inaccuracies, into the hands of the whole class for criticism. By this plan the scholars are taught to *hear* with careful discrimination, while any oversight or error of theirs is open to correction by the Teacher himself, and the scholars are not put about by corrections during their own recitations, which is liable to lead them into many mistakes they would otherwise avoid. It may be added, that with respect to hearing, scholars require to be cautioned against suffering themselves to be led astray by the mistakes of others—letting the ear take in the last heard sound, without the judgment being at work to observe and correct the error that has been committed.

A correct *ear* as well as a correct *eye* is of no small benefit to any one, and Teachers do well to habituate their pupils to accuracy in all simultaneous movements.

When *singing* can be carried on in any school, as a relief from severer study, an agreeable recreation and a healthy exercise, a few moments devoted to it now and then during the day are, most assuredly, well bestowed. Sweet sounds, no less than beautiful sights, exert a powerful influence on most natures; and where the sentiments uttered have the tendency of elevating, and nothing is permitted that is silly or wrong, there can scarcely be two opinions as to the exercise being profitable. One danger that has to be guarded against in connection with the ear, is habitual inattention, amounting to unconsciousness, of what should be heard, such inattention being the result of continued heedlessness. It is remarkably easy to get into the habit of not hearing. It matters little whether it is the school bell, or a command or request, or intima-