down of a third, a fourth, a fifth, or even of an octave. In reading and speaking voice inflections are used less or more by every one. The duty of the teacher is properly to regular these; and the sooner he begins to do this the better for the scholar. The longer the training of the voice is neglected, the more will bad habits be confirmed, and the more difficult will it be to cure them.—But train it early to be pliant and tractile and the pupil will soon be able to give it any direction or expansion he pleases. A person whose voice lacks pliancy and expansibility can never give fluency and expression to his reading; nor can his reading be ever very effective. Fashioning and improving the organs of speech,—regulating the tones of the voice, and giving them a commanding character, is a most important part of a teacher's duty.

How do we pronounce words, especially long words? Is it not by a continued flow of connected impulses? And do we not pronounce trains of words with a similar impulsive connected flow of sounds? Now to give these as much variety, beauty, and effect as possible, the voice must have flexibility. Without this pliant command of voice, the reader or speaker cannot so clearly show whether the sense is continuous or complete; what the character of the idea is; whether it stands in contrast with another or that its significance requires it to be more distinctively marked. Nor can he give his utterance that life and pleasing variety which give it effect, or mark off the import of his pauses.—The fundamental pitch of the voice is the axis of the voice, around which it plays as the current of enunciation flows on—ascending or descending, less or more as the sense or character of what is read or spoken requires it.

requires it.

Without flexional command of voice the precise degree of emphatic force can never be well brought out. It greatly helps enunciation, gives precision to affirmations, greater play to the lungs, and expansion to the chest, and enables the reader or speaker to avoid that monotonous tone so disagreeable to the ear and marring to effective reading.

For reference and adding the memory, I give the following Table from Dr. Rush's celebrated work on the philosophy of the human voice. His work is one of the best I have seen upon the subject.

TABULAR VIEW OF VOICE EXPANSIONS.

Condition or states of mind.	Vocal signs of those states.	Synonyms of old conventional terms.
Thoughtive or unexcited state.	and shorter wave of the interval of the second; an unobtensive quality; a mo-	Narrative simply declaratory or affirmative; descriptive, dispassionate; inexpressive; unimpassioned; emotionless, plain and almost an even tone of voice.
and	occasionally the third and lifth with their waves: an	Sentimental; gravely pathetic; reverential; dignified, respectful; supplicative; penitential; and expressive of awe and admination.
or	rising and falling intervals, with their waves; either a short or extended time; a striking and varied quality; abruptness; with high degrees and expressive forms of force. To which may be	Impassioned ; expressive; earnest interrogative; declaratory; rhetorical; contemptuous; derisive and the conventional terms for every vehement passion. Under this division the widest ranges are included under emotional teclings, going even beyond the octave wave of voice.

Continued remarks on voice expansion.

1. The continued flow of the voice in speech, has an onward and upward bent. With this inclination, one wave of tone succeeds another with concrete unity, till broken by a pause. And

by much the greater usuaber of ascents exceeds not a semitone.— The downward simitone expansion is less frequent (1).

2. For the plain narrative of unexcited thought we employ the semitone or full tone melody, varied by the simple downward concietes of the same intervals, with properly applied emphasis, and suitable terminations and proper cadences. The movements of the voice generally are quick, and tones only occasionally prolonged.

3. When the composition has a serious character an increase in the accented syllables, together with a general slowness of interance should be assumed,—the concrete still continuing in its simple rise or fall.

4. The extent of rising or falling intervals is in proportion to the energy of the mental state, character of the composition, &c.

John Bruce, Inspector of Schools.

(To be continued.)

The Study of Nature.

ABSTRACT OF A LECTURE DELIVERED BY PROF. AGASSIZ, AT THE STATE HOUSE, ALBANY, N. Y.

Ladies and Gentlemen: I have been invited to address you this evening upon the subject of an Early Study of Nature as a means of developing the faculties of the young and of leading them to a knowledge of the Creator. I wish to awaken in you the conviction that the knowledge of nature in our days is the very foundation of the prosperity of states; that the study of the phenomena of nature is among the most potent means of developing the human faculties; and that on these accounts it is highly important that that branch of education should be introduced in our schools as soon as practicable. To satisfy you how important the study of nature is to the community at large, I need only aliude to the manner in which, in modern times, man has learned to control the forces of nature, and to work up the materials which our earth produces. The evidence of the importance of that knowledge for the welfare of man is everywhere open before us; and that there is hardly any training better qualified to develop the highest fa-culties of man, — can I allude to a better evidence than to that venerable old man, Humboldt, who is the embodiment of the most extensive human knowledge in our days, and who has acquired that position, and who has become an object of reverence throughout the world, merely by his devotion to the study of nature? If that be true, then, that a knowledge of nature is so important for the welfare of states, and can train men to such a high position among men by the development of their best faculties, how desirable that such a study should form a part of all education. I believe that the introduction of the study of natural history as a branch of the most elementary education is what can be added to our already admirable system. The only difficulty is to find teachere equal to the task, and the task is no small one. For, in my estimation, the elementary instruction is the most difficult of all.

It is much easier to deliver a lecture to a class of advanced students than to take up the young and teach them the elements. And I believe it is still a mistaken view with many, that a teacher is always sufficiently prepared to impart the first elementary instruction to those entrusted to his care. I think nothing can be further from the truth, and that, in entrusting the instruction of the young in their first beginning to incapable teachers, we lose frequently the opportunity of unfolding the best minds to the highest capacities, by not attending at once to their wants. A teacher should always be far in advance of those he teaches, and there is nothing more painful than to be obliged to repress those embarrassing questions which the pupils may make, and which may be beyond our reach. The teacher who crams the day before that which he teaches the next day, is never up to his task. He must be capable of facing his class with a consciousness that he is fully competent to instruct in that which is the task of to-day, and to answer any question that may be asked about that which is before him. Not only that, but he should feel capable of fostering these questions, of suggesting them, of rendering his whole class so inquisitive, so desirous of being taught, that there should be no limit to the amount of necessary information which he can give, beside

⁽¹⁾ The semitone upward tendency of the voice here referred to may be readily distinguished, when the voice is suddenly or unexpectedly interrupted; or when an expression is suddenly broken off.—Ex.: "I would rather "—[speak out, Sir,]—"I would rather read than sing."