

he talked no more on these topics. He contented himself with general remarks about the Island, how the sand was impregnated with gold, and that some gentlemen had once got permission to dig for it there; how the wreckers killed the seals and made oil, but that it was not very remunerative, because the seals were small and did not yield largely, how as many as 120 barrels of cranberries had been exported to Halifax in a single season; how they caught the wild horses, and all about the domestic economy of the Establishment. At length, with brain excited by the varied incidents of the day, the visitor retires to rest, rocked by the winds of a hurricane, with the deafening reverberations of the surf for a lullaby. But it is on the wings of such a storm that many a noble ship rides to destruction, and Farquar's dream of a wreck may prove true.

The ocean is superlatively grand after a storm. Before it was simply terrific; but now its full power is most sublimely felt, when the huge billows, no longer torn to shreds by the winds, sweep on its unbroken volume, gathering force by their own momentum, melting mountains by their touch and twisting planks and spars as if they were rushes. It is at such a time that the patrol mounts his hardy pony and starts forth upon his solitary mission of mercy, to look out for wrecks and render assistance, if needed, in saving life and property. Out into the earliest gray of the morning, murky with thick and flying mists, sturdily facing the blasts that almost sweep him from the saddle, he struggles on, scarcely making headway through the drifting sands and splashing pools. He rides up the central valleys, ever and anon mounting a knoll to look seaward where some old wreck, loosened from its fastenings, is knocking about in the breakers, and betimes plunging down to the beach to examine some dark object struggling in the land-wash—an iron-hooped cask, a spar crusted with barnacles, a hen-coop, or an empty bottle. Such tokens are all that he often finds, except perchance some whiteening skull that the wind has laid bare and the rain washed clean; and so trudging on for miles, he at length discerns the figure of the south side patrol advancing through the mist. The two worthies meet, draw rein, compare notes, and then turn to retrace their steps and make their reports at Head-quarters.

(To be continued.)

EDUCATION.

Progress.

To elevate the standard of education, we must either induce scholars to attend school longer, or so change our system of instruction that they make greater advancement while they attend.

The latter I believe to be entirely practicable, and that we may not only teach much more in the ten to sixteen years that our boys and girls attend the common school, but we may have them graduate with a burning desire for knowledge that will lead them to read and investigate, as they travel the walks of life, until they rise much higher, and become much wiser and better men and women, than the present generation. And beside, many more will essay to cultivate their powers in the higher schools and colleges.

To do this we must introduce into our schools a system of instruction that will tend to encourage—instead of following the old system which tends to discourage—the spirit of inquiry and vivacity of mind that teachers find so common in children commencing school, and so seldom after a few years' attendance.

This is the first fruits of the word-method. The tyro begins to lose interest with the taxing of his memory to call the letters by name, and often loses all interest before he is able to pronounce words and read intelligently, by having tried to remember the great variety of different names these same letters take in the

pronunciation of words. Many persons are, however, ignorant of the fact that not twenty of the twenty thousand words of our language are pronounced exactly as they are spelled, i.e., by calling the letters in the pronunciation of the words the same as learned in the alphabet. But the tyro will not lose, but will progress with increased interest, if he be taught objectively, and not required to remember arbitrarily that for which he sees no reason. He remembers the names of his associates, acquaintances and objects, without an effort, because he associates, perhaps unconsciously, something of the form and expression of each with the name. And, if children are required to learn the orthography of words as the ripe scholar spells and pronounces,—by the form of words,—he will be more likely to retain the activity of mind he possessed prior to having his mind cramped by trying to remember arbitrarily that c-o-w spells cow, and t-o-w spells tow, &c.; whereas if his inexperience leads him not to notice the total want of analogy, he sees no chance for association, and is dependent wholly upon memory for the spelling of every word.

I have thought that, if we taught writing with the foot, holding the pen with the toes,—while attending school,—knowing that after we left school we must write with the hand, holding the pen with the fingers, we should be but little more inconsistent than we are to teach children, that the word originates from the spelling, —that certain letters make certain words,—and to build words, using letters as a material, as the builder builds houses, using bricks, mortar, &c.; and to compel every child to spend years of the best time in life for receiving truth and lasting impressions, in trying to remember that such and such letters make such and such words, when we know that in practice the form of the word dictates the spelling, which is to be performed entirely with the pen.

Again, if we never taught spelling except incidentally; i.e., if we expected the pupil to know nothing of spelling except from observing words in reading,—they would be much more observing than they are now. The ancients had no written science of Astronomy, but how much better astronomers were the common people than now!

The point I make here is, that to teach children to think is more valuable than to try, by cramming the memory, to make them scholars by storing the brain with isolated facts: the spelling of every word, by our system, has to be learned separately, to be called for afterwards, as the husbandman stores his grain in his granary, and makes drafts thereon afterward for every grist. For, in this matter of spelling, experience teaches that the memory of the student, filled at his graduation as full as the granary after harvest, becomes exhausted by forgetting, about as soon as the granary, by the drafts upon it; while, if, in place of memorizing the spelling of words, the student had always learned to reproduce with his pen the words he wished to use, he could not now forget the form of those words more than he would forget the countenances of his acquaintances.

The saving of time by stepping over the spelling lessons, and the advantage of always being able to produce the right form of the word you wish to use,—i.e., to spell correctly,—are less valuable to the man than the qualities of mind resulting from the habits of ever advancing, and constantly drinking in ideas, during that period of life in which he now spends weeks, months, and sometimes years, with little perceptible advancement, and no thought, except to determine how far he can transgress his teacher's rules, and not get a dose from Doctor Birch.

By this system, we should in a majority of cases have no dull scholars, and thousands who are now content to stude only the three R's would become thorough scholars.

I do not contend simply for the word-method, but for anything that will produce a sensitiveness to impression, sufficient to make thinking, reasoning, acting men and women. As it is now, men develop almost by chance, while, if during all their lives they were more sensitive, they would oftener receive the impression teachers, preachers, parents, etc., design they should receive; and, consequently, become wiser and better during all coming generations.—By T. H.—Massachusetts Teacher.