

For the EDUCATIONAL REVIEW.]

### Foreshadowed Changes.

I noticed with pleasure the appearance of "Foreshadowed Changes" in the last REVIEW. I think they do not go far enough.

The Course of Study for High Schools is adapted to the wants of those who wish to prepare for College; it is also adapted for those who will not pursue their studies beyond the High School; but as it differs so much from the syllabus for Teachers' Licenses, those who wish to prepare to teach must experience neglect.

It is proposed that the awards of the Annual Provincial Examination be merely certificates of scholarship. I would like to see the High School Course take the place of the syllabus now in use, and the three grades of certificates be for the three years respectively. No restriction need be put on the age of candidates, but it might be made compulsory that applicants for the highest grade certificate be holders of the second grade certificate. This would raise the literary standard of teachers of the three grades. If applicants for the highest grade be exempted from the proper work of the second grade, they would have more time to devote to advanced work in their grade. The standard of the second grade would be advanced in the subjects of English, History, Science or Classics; while that of the third grade would be raised in every subject but Algebra.

To obtain professional qualification of the lowest grade, the age limit might be as at present, and an optional course in Didactics be given in the first year; but for the other grades, let there be Normal School training, with a certain age limit. If a lack of teachers should result, some modification might be made, such as suggested.

These changes would enable the Normal School to do better work, and the rank and file of our teachers would be better, both professionally and in their literary qualifications. Neither the regular High School pupils, nor those trying for licenses would necessarily be neglected.

Some who pass through the High School at an early age might under such conditions be induced to become teachers, whereas now they are practically prohibited.

The educational authorities would have to designate the optional subjects to be taken in each year, thus doing away with options in the High School, in my opinion, a change in the right direction, often made by the teachers.

This would also make the school year end at the summer vacation, and make it necessary to have the entrance examination just before the vacation. If a

second entrance examination is required in the year it might take place before the Christmas vacation. This would do away with the period now found after vacation, when long, tedious reviews make work drag. New work should be taken up at such a time. Also the crowded state of the schools before vacation and the small schools immediately after, until November, would be a thing of the past.

There would be the work of only one year between the various grades, and we would see more trying to obtain an advance in grade. We would also see persons starting out with the highest literary qualifications, and passing through the other steps to the highest professional qualifications.

These are some few reasons, which I think must appeal to all who are in the work, and receive their endorsement. If any one thinks these reasons are not sufficient to demand such changes, let him say so.

Yours truly,

Nova Scotia.

H. F.

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### Intelligence and Courage of Dogs.

A gentleman connected with the Newfoundland fishery had a dog of remarkable intelligence and fidelity. On one occasion a boat's crew in his employ were seen to be in circumstances of great danger. They were near a line of breakers, outside of the harbor, over which the waves were dashing in great fury. The danger of passing those breakers was so great that the men, brave as they were, did not dare to attempt it. A crowd of people stood watching them on the shore with great anxiety, but could do nothing to help them. Much time had passed and the danger was increasing every moment.

Standing with the people on the shore was the fishery master's great Newfoundland dog. He seemed to understand what the danger was. Presently he ran to the water, jumped in, and swam towards the boat.

He soon made his way through the surf and the men in the boat saw him coming near to them. At first they thought he wanted to get into the boat, but it soon became evident that that was not his purpose. He did not come near the boat but kept swimming round it. While doing this he looked earnestly at the men and would whine from time to time. The men wondered what he wanted. At last one of them cried out "Give him a rope, that's what he wants!" The rope was thrown, the dog seized it in his mouth, and then turned round and swam towards the shore. The men waiting there took hold of it and began to pull it in, and in a short time the boat, with its crew, was hauled through the dangerous surf, and the men on