

Perhaps, now that the subject is before us, a few words more of real information may interest your readers. The club was founded by Mr. M. Chamberlain, now secretary of the (Harvard) Lawrence Scientific School, without whose presence in Harvard it is very doubtful whether the club would now be in existence. It is partly intellectual, partly social, and it has tried to maintain a high standard in both activities. Its attitude of loyalty towards Canada is approved by the University, and admitted to be dignified and appropriate. It aims to be loyal without provincialism, useful both to Canada and the University without allowing the associations of the latter involuntarily to draw its members from their duties to the former. It has no manner of resemblance to the various British-American and provincial clubs of the towns of the New England States, but on the other hand is composed of those who are Canadians and expect to remain so. It examines through the carefully prepared addresses of its speakers and discussions thereon, the broad features of Canadian affairs and their relationships to those of other lands. It recognizes the splendid achievements and the good qualities of the people of the United States. It is gratifying and significant that this scholarly and, as far as may be, impartial study of the institutions of the two countries, results in a loyalty which is none the less deep because not narrow, none the less useful because not noised abroad.

The club has tried to extend its usefulness in both directions, on the one hand by distributing throughout Canada a pamphlet describing the value of Harvard University to Canada, past and present, and by giving to all Canadian students every possible information and aid, and on the other, by bringing before the members of the University not unneeded information about Canadian affairs. Under its auspices Mr. Blake has spoken before a Harvard audience, and it was only through an unavoidable obstacle at the last moment that Mr. Laurier could not also deliver a promised address. More activity in both of these lines is to be expected in the near future.

The only Canadian professor at Harvard is S. M. MacVane, a Prince Edward Islander and graduate of Acadia. Mr. F. deSumichrast, long prominent in educational circles in Halifax, is an assistant professor, but he is not a Canadian by birth. In addition to the instructors and assistants mentioned by your correspondent, should be mentioned as holding more than temporary appointments, Dr. Benjamin Rand, of Nova Scotia, in philosophy; Mr. S. Calvert, of Montreal, in chemistry; and Mr. Jack, of Ontario, in forestry; Professor Ashley is an Englishman.

I assure you, Mr. Editor, that we are very much in earnest, and that our best collective energies are to be used for the interests of the land which is our own, and under whose name we are proud amongst another people, to bind ourselves to an association, which, firm for all that is its own yet courteously appreciative of the good in others, typifies our opinion of the position which Canada should hold towards other nations.

I am, Mr. Editor,

Very appreciatively yours,

A MEMBER

*of the Harvard Canadian Club from its beginning.*

#### The Committee of Ten.

At a meeting of the National Educational Association, held at Saratoga in 1892, a committee of ten was appointed to report on secondary education, that is on the work of the high schools and academies. Their recommendations, however, deal very fully with several departments of elementary education. President Eliot, of Harvard, was appointed chairman, and with him were associated the ablest educationists of the United States. They organized conferences on nine subjects, and selected ten prominent educationists to assist them in each subject. After three months of hard work these sub-committees reported to the committee of ten, whose business it became to formulate a consistent course of study out of the large amount of material thus supplied. Dr. Wm. T. Harris, United States Commissioner of Education, in publishing these reports, says that they form the most important educational document ever published in the United States. If this be so, these reports should be most carefully studied by every teacher in the Atlantic Provinces. We shall make our readers familiar with their contents by a short review of each one—beginning with some general observations.

#### The Common School Course.

(Recommended by the Committee of Ten).

This course, which we give below, when taken in connection with the explanations given in the reports of the various sub-committees, will be found to be remarkably like the new course of study prescribed for Nova Scotia. The latter anticipates many of the leading recommendations made by the committee of ten. For example, in English our course of study recommends constant practice, orally and in writing, in the correct expression of the substance of stories, narrations, observation lessons, etc. A large proportion of the time of the common school should be given to practical rather than to theoretical grammar.