EDUCATIONAL MATTERS.

Report of the Committee of Ten.—Its Creation, Aims, Personnel and Recommendations.—Young Ladies' Essays.—Selections from High School Students.—Prof. W. M. Stewart's Maxims.

At the meeting of the National Council of Education in 1891, a committee appointed at a previous meeting made a valuable report through their chairman, Prof. James H. Baker, then principal of the Denver High School, but now president of the University of Colorado. The duty assigned this committee was to make a report concerning uniformity in courses of study for secondary schools, as well as in requirements for admission to colleges. The same committee was continued and was authorized to present a report upon the subject of uniformity during the meeting of the national council in 1892, the conference to consist of representatives of leading colleges and secondary schools in different parts of the country. This conference was duly convened, and had meetings at Saratoga on July 7th, 8th and 9th, 1892. There were present between twenty and thirty delegates. Their discussions took a wide range, but resulted in the following specific recommendations, which the conference sent to the National Council of Education, there to contest:

First—That it is expedient to hold a conference of school and college teachers of each principal subject which enters into the curriculum of secondary schools of the United States and that the requirements for admission to colleges, for example, of Latin, of geometry, of or American history—each conference to consider the proper limits of its subject, the best methods of instruction, the most desirable allotment of time for the subject, and the best methods of testing the pupils' attainments (terms and such conferences to represent fairly the different parts of the country.

Second—That a committee be appointed with authority to convene the members of these conferences and to arrange their meetings, the results of all the conferences to be reported to this committee for such action as it may deem appropriate, and to form the basis of a report to be presented to the second meeting of the committee.

The following named gentlemen were recommended as a committee to be known as "The Committee of Ten": President Charles W. Eliot, Harvard University, chairman; Wm. T. Harris, commissioner of education, Washington, D. C.; President James B. Angell, Michigan University; Prof. James Yerkes, head master of Girls' High School and Girls' Latin school, Boston; President James M. Taylor, Vassar college; Professor Oscar D. Robinson, principal Albany High school; President James H. Baker, University of Colorado; President Richard H. Jesse, University of Missouri; Prof. James C. Mackenzie, headmaster Lawrenceville school, New Jersey; Prof. Henry C. King, Oberlin college.

The National Council of Education adopted the recommendations of the conference, and recommended the meeting and the appointment of the committee of ten by the directors of the National Educational association, with the further recommendation that an appropriation of $2,500 be made by the association toward the expenses of these conferences. The board of directors accordingly recommended the appropriation which was to be made available during the academic year 1892-93.

The Committee of Ten accepted the appointment and met at Columbia college, New York city, November 8-11, 1892. This committee appointed nine sub-committees, one sub-committee being assigned to each subject of the course of study in secondary education. Each of the nine sub-committees consisted of ten members each, and represented all sections of the country. President Eliot, of Harvard, accepted the chairmanship of the Committee of Ten, and also took charge of the work of the sub-committees. The Committee of Ten, during its session at Columbia college, defined its organic purposes and its equal duties of each, who should represent various colleges and schools, and who should be structure from different parts of the country.

The place of meetings of conference, and chairmen of the same were as follows: Latin conference, Prof. Wm. G. Hale, University of Chicago, chairman; place of meeting, Ann Arbor, Michigan; Greek conference, Prof. M. L. D'Ooge, University of Michigan, chairman; place of meeting, Ann Arbor; English conference, Prof. Samuel Thurber, master in Girls' High school, Boston, chairman; place of meeting, Vassar College, Poughkeepsie, New York; conference on other modern languages, Chas. H. Grandgent, director modern languages, public schools, Boston, chairman; place of meeting, Bureau of Education, Washington, D. C.; conference on mathematics, Prof. Simon Newcomb, Johns Hopkins University, chairman; place of meeting, Harvard University; conference on physics, astronomy and chemistry, Prof. Ira Remsen, Johns Hopkins University, chairman; place of meeting, University of Colorado; conference on natural history, superintendent Wm. H. Powell, Washington, D. C., schools, chairman; place of meeting, University of Chicago; conference on civil government, history and political economy, President Daniel C. Adams, Wisconsin University, chairman; place of meeting, Harvard, Wisconsin; conference on geography, Prof. Thos. C. Chamberlin, University of Chicago, chairman; place of meeting, Cook County Normal School, Englewood, Ills.

There was a singular unanimity in the conclusions of the conferences, the changes recommended are radical, and are being widely discussed pro and con by the educational press of the country. The conference on Latin recommends that that study be introduced in the grammar grades instead of the high school; that Greek should also be introduced; that French and German are now preferred, but one year later than Latin, and the elective German of Prussia is considered equally as the first year in the grammar grades, and be taught five periods a week the first year, and thirty weeks, three each the second and eighth, and four during the high school at absolute parts. In regard, conference, the pupils a week instead of the first eight years of a six-year course, or twenty minutes of simple experience, and that accurate geometry be taught one year before a week, commencing with the fifth year, or at the age of 10 to 12 years. In history, biography and literature three periods a week, beginning with the fifth year. A certain history of the United States is to be taught in the grammar grades, and Greek and Roman history for each number of periods per week for the upper years. And that the conference be asked to report at least as the preliminary year. The conference among the subjects of secondary education is the Committee of Ten.

Second Essay.

The following compositions are from first and second year students in the high school of this city. They were the best prepared for the class to declaim, a while Miss E. M. Lund is needed.

MY BIRTHDAY.

Birth and Early Life.—Dutch—School Life.

Probably my classmates think that I am a Dutch girl. But no! I was born in a land where snow is never seen. When young my father, who had come to Utah in the time of the "gold fever," spoke of a "northern," because the winter, in those days, made everybody of something hardy, and world's worth or Pennsylvania.

About six months of my mother had passed when my father moved and moved to our present Anthony. From this time until seven years of age nothing of interest had taken place, but now my mother and myself left for an extent trip.

After staying in Denver for three months, we continued on to Utica, New York, where we visited friends in my mother's area of the country. While here we took many pleasant jaunts, the most enjoyable of which was one to Niagara, situated in a region of the Allegheny mountains of Pennsylvania. The valley in which it lies contained numerous an example, Niagara, and, as it is by all the scenery with Saratoga and other will Rivers, not to complete the picture, there is the lotion from the village, or of sending stages from the elsewhere.

On our way home we again visited friends in Denver, and in a short time reached home, to find my father well and in good spirits, our house unmolested, but, what is my childish heart was a calamity of mammoth proportions, the little dog, with which I had spent many pleasant hours, was dead.

My parents now began to think of giving me an education, and accordingly I entered as a private student in and neighborhood. I had been taught to read and write at home by my mother, and consequently entered a class in the second reader. My first day at school was full of queer incidents for instance, on starting out my mother had given me an apple, thinking that I would be dismissed at noon, but on a same, my teacher said nothing to me about it, and I did not dare to ask her, so all through the afternoon I sat in a crowded school room with an empty stomach, and was required to stay at home the next day. For on this school I was sent to a public school, from which I graduated in 1888, and am now entering upon an uneventful career at the High school.

WILL MCCOLL, First Year.

EVANGELINE.

When Henry Wadsworth Longfellow wrote in touching poem, "Evangeline," he most assuredly gave to the world the greatest of all his works and one that will carry his name down to posterity as one of our greatest poets.

Night as the story is, it is perfect and beauty so admirable, agree that it is one of the most affecting poems ever written, and from the beginning to the end, is like a tranquil river, flowing silently and peacefully onward, and a ripple disturbing its even surface. In selecting his subject—the expulsion of the simple Acadian peasants from their beautiful and peaceful homes in the banks of Minas—the author has succeeded in presenting to our view a series of exquisite pictures of the life and scenery of the new world. Nothing could be added to the beauty of the description of the Acadian peasants, dwelling side by side in their peaceful homes, all united together by an almost indissoluble bond of affection, living quiet lives, the happiness and majestic scenery on the banks of the Ohio and Mississippi, the deep oppressive forests, the jagged shoreline of the north and the wild westerners hunting the buffalo along the banks of the Nebraska. The poem is not merely a work of art, it is a living, glowing description of life, in which the instruction of centuries is contained. The pathetic at least the Biblical, are simplest yet most beautiful, and the great and solid Pulpit, Pulpit, Pulpit,