

ceptions) or taken as a whole are more beautiful than your imagination can picture them. It will take you one or two days to get over the feelings inspired even by their magnificence, not to speak of their beauty which will grow upon you the more you see them.

2. The *exhibits*, in every department of human activity, are the best that have ever been produced. They show the most ancient as well as the most modern.

3 You may see in Midway Plaisance and elsewhere specimens of the peoples, customs and homes of Japan, China, India, Africa, Greenland, Samoa, Egypt, Turkey, and all other countries, and in two weeks you may acquire as much knowledge of them as the average traveller does after two of three years of toilsome travel.

4. You may attend some of the conferences of the foremost men of all countries discussing every subject in which you can possibly be interested.

5. Such school products as are capable of being exhibited will be shown from the best schools in the world. And not behind the best will be those of our own Canada—particularly those of Ontario.

6. You may see Chicago, the young giant city of the West, only sixty years old, yet with one million and a half of inhabitants, and covering a greater area than any other city in the world, and with every prospect of more than doubling its population before it doubles its present age.

And all this can be seen for how much? Well, let us see. If you don't go to the Fair, you will in all probability go somewhere else and perhaps have to pay \$20 or \$25 or more for travelling expenses, and as much more for board. You will do well to get off with less than \$50. But to go to the World's Fair will cost you only thirty or forty dollars extra—which amount is therefore the real cost of all the education and enjoyment which you can get from the finest exhibition which the world has yet seen.

As for danger from crowds, extortion or robbery, any common sense traveller has, so far as we could see, no more to fear than he would from a trip to St. John.

If you decide to go, buy a good guide book (for example, Hill's Guide to Chicago and the World's Fair), and study it in advance, or write to the Bureau of Public Comfort, Jackson Park, Chicago, and you will get the information necessary.

When you visit the Fair, spend the first day (official guide book in hand) in taking in the general situation, four days in a special study of your own department, taking notes of all improvements which you can introduce into your own school, three days among the state buildings and in Midway Plaisance

studying national characteristics, and five days for Art, Agriculture, Horticulture, Machinery, etc.

Do not fail to see the courteous and indefatigable Secretary for Canada, W. D. Dimock Esq., in the Canadian Pavilion, also the urbane and polite Superintendent of the Liberal Arts Department of Canada whose office adjoins the educational exhibit of Nova Scotia.

EDUCATIONAL PESSIMISM

The occurrence of a few cases of prostration during the closing examinations in some of the colleges has as usual brought to the front numerous critics of our school system who of course attribute it all to over-pressure, brought about by overloaded curriculums. Admitting that the physical collapse of these students was caused by over-work, it does not follow that the curriculum is responsible for it. How many students break down in trying to obtain a mere pass? Is it not rather in trying to obtain honors, prizes or class distinction that students break down? As long as human ambition exists, so long will this be the case, let the subjects of the curriculum be few or many. It applies not only to the student but to every other employment in life. As the world progresses and new fields open, the desire to excel increases, and more men and women injure themselves under the spur of ambition after they leave college than when influenced by its requirements.

Such questions as these are asked: Is our present school system turning out as good scholars as that of former times? Were not so and so better classical or mathematical scholars than the products of the schools of to-day? Is not the school work of the present merely superficial, consisting largely of what is called "cram"? Are not the school curriculums over-loaded?

It is not contended that our present school system is anything but the progressive evolution of former ones. Ripe scholarship has not been, and will not be confined to any age. That good classical and mathematical scholars were turned out by a few of our schools fifty years ago is admitted. Perhaps sound scholarship in those days attracted more attention when it was the heritage of the few and privileged class, than now when it is the right of all, rich and poor alike. Classics and mathematics were then the burthen of the high school work and no prescribed course of instruction interfered with the teacher or student in following his natural bent. It is said of one very distinguished classical student, the product of one of our former high schools, that he did not