

representatives upon the shelves of every teacher's library, and in the authors I have only mentioned such as I can recommend from a personal perusal. My fellow-teachers, we cannot all be great men; we cannot all be gods upon the Olympic heights, but, as mortals, we may sit at their feet and hold converse with them. In the evening quiet, when the cares and labors of the day are over, we, in the comfort of our own homes, can enjoy the companionship of our books, a companionship of which we must not easily grow weary, because the more intimate we are with our library, the better teachers and the better citizens we shall become.

The Centennial and Its Educational Features.

NO. 5 (CONCLUDED).

In previous articles, the exhibits of a number of the States of the American Union were briefly referred to. The fact that the great International Exhibition of 1876 has for some time belonged to the category of things that were as well as the great similarity between the exhibits of different States, will be a sufficient excuse for passing over a few that have not been mentioned. I am persuaded the readers of the *COMPANION AND TEACHER* will be better entertained with other matter than with lengthy descriptions, more and more stale in proportion as the Centennial recedes further and further into the past; and I will, therefore, with a brief reference to the exhibits of foreign countries, bring this series of articles to a close.

Speaking of the foreign educational exhibits in general, the *Pennsylvania School Journal* says:—

"We desire to make confession right here that our educational systems and appliances in the United States are far from being in all respects superior to those of the nations that have come over to compete with us. We can learn much from them: and if we are wise we will gratefully accept and profit by the lessons they teach us. Several European nations have better systems of school supervision than any of which our states can boast; skilled government officers build better school-houses and provide them with better furniture and apparatus in many places than the untrained local school boards can do in this country; in Sweden, Belgium, Holland, Switzerland, and Germany elementary instruction receives more attention than ours; school authorities accord to it, and collections of objects are found much more frequently in school rooms, and object lessons are much more generally and skillfully given than with us; and Russia has established, for the instruction of her teachers and for use in schools, a splendid pedagogic museum, the equal of which does not exist elsewhere in the world."

SWEDEN.—This country made a very prominent exhibit on account of having a school house erected on the grounds, presumably after the usual model of Swedish school houses. This school house was built of logs, squared so as to fit closely, and varnished. At the entrance was a commodious ante-room, and the interior was divided into two apartments, one opening into the other. The inner room seemed to be used as an office by the gentlemen in charge; the other and larger room was fitted up with seats, desks, and other appliances for teaching. Some of these desks were single, and some double; all were strongly and durably made, but inferior in mechanical execution to those made

on this continent. The walls were decorated with maps and diagrams, and among those I noticed a plan of the city of Stockholm. The visitor could not fail to be struck with the collection of animal, vegetable, and mineral specimens, forming an excellent museum of Natural History, and proving that the educators of Sweden are fully alive to the value and importance of object teaching. There was also an extensive collection of school apparatus, which, though not equal to what is manufactured in our own country, was of such a nature as to reflect much credit on the country.

RUSSIA.—Russia had two separate exhibits, one in the Main Exhibition Building, consisting mainly of collections selected and forwarded by the Pedagogic Museum of St. Petersburg; the other in Machinery Hall, consisting of an exhibit of their system of technical education. It may be as well to say that the Pedagogic Museum has for its main object the collection of information regarding the manufacture of school apparatus, in order to aid educational establishments in selecting apparatus suitable to their requirements. It was begun in 1864, as an auxiliary to the military schools, but in 1871 assumed its present character. It has now 2,700 kinds of illustrative apparatus, 12,000 volumes in its library, and subscribes to fifty educational publications. The Russian exhibit of apparatus, models, &c., was allowed by competent judges to be superior to anything of the kind on the grounds. Among the exhibits I may mention the following:—Collection of skeletons and stuffed animals; models of birds, fishes, reptiles, &c.; models of mammalia (papier mache); models of the races of men; apparatus for teaching the elements of physics; collection of anatomical models, &c. The school furniture shown was not remarkable for excellence; indeed, it was inferior to what is manufactured in the States and Canada.

GERMANY.—This country, so noted for scholarship and erudition, as well as for the general attention paid to education, made no educational exhibit at all commensurate with her exhibit in other departments. Except the Polytechnic Institute, at Dornstadt, there was really no exhibit of the schools of Germany. This school made a very fine exhibit, but for the rest, it was mainly made up of a display of pamphlets, books, atlases, globes, charts, &c., exhibited by the great publishing houses of Berlin, Leipzig, Stuttgart, &c. Their globes, maps and charts, in shading, coloring and general execution, are superior to anything the Americans have yet produced, while their books are quite equal to any turned out by the publishing houses of America.

FRANCE.—The educational exhibit made by France also compared very badly with her exhibits in other departments. The school furniture shown was very inferior, but her books, stationery, charts, globes, &c., were very creditable. There were also a few specimens of drawing and designing, sent over by some of the schools, but nothing like what might be expected.

BRAZIL.—This country made a very creditable educational exhibit. It is more after the model so extensively adopted by the American States, consisting largely of specimens of scholars' work. These included specimens of writing, drawing, needle-work apparatus, and other work, designs, book-keeping, &c., from primary schools, deaf and dumb asylums, academics, &c. Besides these,