

THE EDUCATIONAL EXHIBIT AT THE WORLD'S COLUMBIAN EXPOSITION, CHICAGO, 1893.

The space to be given to the Educational Exhibit alone will be between four and five acres. It will be organized both by States or Provinces and by grades, so that the studious observer may follow the grades from the most elementary to the most advanced in any State, or crossing State boundaries can compare a given grade of one State with the corresponding grades of other States. Nova Scotia must, as far as possible, fall in line with its sister Provinces of Canada and the States of the Union. Natural groups of such an exhibit would be:—

1. The Kindergarten System and work.
2. The Common School System and work.
3. The High-School System and work.
4. Special Schools; as the Normal School, School of Agriculture, Schools for the Deaf and Dumb and for the Blind, Schools of Art and Design, Manual Training Schools.
5. Universities and Colleges, including the faculties of Arts, Science, Law, Medicine, Theology, etc.

Convent Schools, Seminaries, and private schools will be ranked beside the public schools according to grades represented.

We publish the following extracts from Circular No. 2 issued by the chief of this department and approved by the Director-General.

We hope our teachers from those of the Kindergartens to the Universities, and educational officers, from the trustees of our small schools to the governors of our Colleges and Universities, will feel an interest in the reputation of our province, and will make efforts in connection therewith which will eventually redound to their own advantage even more than to the glory of our common country.

*Extracts from Circular.*

Each State should present a clear and concise epitome illustrative of its public school system. The conditions in the several States vary widely. Exact rules of procedure cannot be formulated. Reliance must be placed upon the good judgment, invention, taste, and skill of the several State executive committees, and the teachers and school officers co-operating with them. The general regulations of the Exposition, as well as the special rules of the Department of Liberal Arts, must be observed.

The several State exhibits will show some or all of the elements to be enumerated, and substantially in the following order of arrangement:—

1. ORGANIZATION AND ADMINISTRATION.—A map of the State upon a generous scale, readable at a distance of fifteen or twenty feet, showing by suitable conventions of color, the location of every educational institution, from the common school up, proving in many instances that the schoolhouse crowns every hilltop, and nestles in every valley. That the colors may be uniform, special directions and scale will be furnished by the Chief of the Department. Diagrams may show, by the graphic methods so well understood, the progress of education, by years or by decades, in the history of the State; as to the kinds and values of school buildings; the numbers of pupils, by ages, sexes, colors, and grades; the numbers of teachers, actual and related to number of pupils, and their ratios by sexes; the cost of schools, actual, and in ratio to other taxes and to the wealth of the State; illiteracy; statistics of public and of school libraries, etc., etc.

The authorized or approved courses of study for rural, city, and village schools. Qualifications for admission to various grades, and for graduation. Qualifications of teachers; length of service; opportunities for improvement by institutes and normal schools.

The school law; division of territory into districts, County, township, or district organization. Manner of election, term of office, and duties of school officers, trustees, boards of education, city and county superintendents, etc.

2. SELECTED SPECIMENS OF THE ACTUAL WORK OF PUPILS.—Concrete results, drawings, maps, essays, examinations, apparatus, shop-products, etc. The evident danger here is that there will be gathered a wilderness of material which will appal the visitor by the magnitude of the exhibit, and the endless repetition of similar things.

The teacher, as well as the farmer, must content himself by showing in a limited way that which is CHARACTERISTIC, and that which is BEST. For this reason it is evident that complete exhibits from organic units less than the State, as cities, counties, etc. such as might be appropriate in an exposition representing a territory of smaller extent, cannot be provided for in this. It is not possible to assume that every city or county can have a distinct representation. But whatever is shown should be carefully credited to its source.

As before suggested, the method of obtaining pupils' work must be entrusted largely to the discretion of the State executive authorities. Whatever method is adopted, much stress should be laid upon the injunction that every item of work presented as the product of the pupils should be absolutely genuine. The interference of a teacher, even to the correction of an obvious mistake, the retouching of a shade in a drawing, the fitting by a shaving of a joint of woodwork, the dotting of an "i" or the crossing of a "t" should be deemed an inexcusable fault; and any work so "improved"

should be rigorously rejected. Each item should be forwarded exactly as the pupil left it. No special instruction, practice or drill should be given to any pupil, class or school, preparatory to work which is intended for the Exposition. The actual fruits of the regular school system should be presented without being worked up for this special purpose.

The Educational Executive Committee in each State will collect, select, prepare, forward, and, under the approval of the Chief of the Department, install the material for the State exhibit. The following plan of selection is suggested, but will not be insisted upon, if a better can be devised.

Let the Executive Committee in each State appoint a series of days upon which papers may be prepared upon assigned subjects by the pupils of all schools which wish to offer work for exhibition: one day for history, another for grammar, another for essays, etc. Questions prepared under the supervision of the State executive are distributed under proper precautions and regulations; an equal number are added in each community prepared by the local officers, the work to be done on the same day, and between given hours. The pupils to have a given time for answering the questions and for making a fair copy of the answers upon paper of a prescribed form and style. Let the teacher select the best portion, say one-fourth, of the papers presented by his class, to be sent to the next higher officer, say the principal of the school. From these papers let the principal select say fifteen or twenty, which shall be put together as the work of the representative class of that school upon that subject, and to be sent to the superintendent of the town, city or county. From the classes which come to him, let the superintendent select that class which he will send forward to represent his city or county in the State exhibit. If the number of pupils in the city be large, let a number of classes be thus sent forward, proportioned to the number of pupils to be represented. From the classes thus received let the State executive select a given number, say fifty or sixty, or even a larger number, which may go forward to the Exposition. It will happen that in a given city, one school will win the honor of sending forward the representative class in one subject, another in another, and so on. It will be possible that every community which is really excelling in some particular may have the honor of being represented in something in the final selection. Each pupil will feel that the honor of a position in one of the representative classes is worth striving for, and these honors may be distributed among a great number, while the principal of the survival of the fittest will have its application.

Drawings, elementary, from the flat, from objects, designs, maps, etc., may be selected in a manner somewhat similar; but it may not be practicable to order special examinations from a central point. Some drawings may be produced, like examinations, within a limited time. Advanced pupils may be encouraged to offer more elaborate work, designs, sketches, finished drawings, from nature, from life, etc. In such cases each drawing should bear a legend, giving in addition to the name, age, etc., of the pupil, a statement of the amount of time given to drawing; the time in hours spent on the given piece of work; whether it is original or copy, and with or without aid from the teacher, it being understood that aid was limited to advice or suggestion, and that in no case was any mark or erasure made by any person other than the pupil whose name is attached.

All drawings with pencil, crayon, chalk, etc., should be "fixed" to prevent rubbing. They should be of such size as will permit mounting on cards twenty two inches wide by twenty-eight inches high. Smaller drawings may be grouped on cards of the same size, when it can be done consistently with harmony of arrangement and economy of space. A limited number of pictures of special merit may be framed and glazed, but the framing should be modest and unobtrusive.

Photographs will be found useful throughout the exhibit. They may illustrate schools in operation, exteriors, interiors, classes, museums, laboratories, special apparatus, etc. The best size will be eight inches high by ten wide, of which six may be mounted on one side of the card described above. They may be placed on both sides of the card, the card to be mounted on a "wing" frame, by which device a large number may be shown in a small space. As a rule, photographs should be sent unmounted to the State Committee, which may then arrange them in an orderly and systematic manner. Each view should be accompanied with a full description.

School architecture will form a valuable element of a State exhibit. Sets of drawing of schoolhouses, existing or proposed, may show floor plans, elevations, perspectives, systems of heating and ventilation, lighting, etc. They should be drawn to an uniform scale of one-fourth inch to the foot, and should be bound together in sets in folios. In some cases the perspective may be framed, reference being made to the folio which contains the remaining sheets of the design. An historic series of schoolhouses will be instructive, presenting the oldest as well as the newest examples, and including the very humblest, the log-houses, the sod-houses, dug-outs, etc.

College and university exhibits will vary greatly, both with the character of the institutions themselves, and with the genius and skill of those who prepare them. In this respect technical departments and schools will have a decided advantage, because their work lies so much in the horizon of the material and the concrete.