

the United States, have done much to improve the tone of education' to bring the system established in each State nearer and nearer to perfection both in theory and practice, elevate socially the dignity of the profession of teaching, secure a more complete recognition of the value of their services to the country, obtain a more liberal remuneration for their services, and render themselves, as the members of this profession—one of the highest in point of responsibility in the world—more and more worthy of the favour of a discerning and not ungrateful people.

In Ontario, too, the Government have in the past shown that they look upon Teachers' Institutes as capable of being made the instruments of much good to the country, and of advancing this cause, which the people of Ontario have so much at heart. The very fact that the Minister of Education—who candidly admits that he has had to devote much time and study to mastering the complicated duties of an office to which he has been so recently appointed, and which were almost entirely new to him, and who cannot yet have become familiar with the affairs of so extensive a Department—has already, on several occasions, left his departmental duties, attended these meetings, delivered addresses to the assembled teachers, and showed a deep interest in all their proceedings. The Legislature, too, have shown that they appreciate the value of such institutions to the cause of education in the Province, and have taken the only course in their power, without rendering their establishment obligatory and the attendance of the teachers compulsory, to encourage the formation and support of such associations. In the 130th clause of the Act of 1874, provision is made for the substantial encouragement of these organizations. This clause provides in the words following for this purpose:—

"Out of certain grants authorized from time to time in aid of schools, and not otherwise expressly appropriated by law, the Lieutenant-Governor in Council may authorize the expenditure annually of such sums as may from time to time be voted by the Legislature for the purposes following."

Then we find under the sixth head of these "purposes," or particulars for which this expenditure is authorized—

"For the encouragement of Teachers' Institutes." It is therefore plain, that the Legislature in their wisdom deemed it prudent, patriotic, and no doubt economic, too, that a part of the public funds should be devoted to encourage and help sustain such institutions as those we have been discussing.

Enough has been said already to show that great improvement in the theory and practice of teaching may be expected to flow from well-organized Teachers' Institutes judiciously handled and enthusiastically supported by the teachers themselves. There is no one hat ever covered all the wisdom in the world, and no one individual, even in pursuits much less diversified and complicated than that of the profession of teaching, has ever possessed all the knowledge, mastered all the details, made all possible improvements, and exhausted the entire field relating to any one branch of business or any single profession; and, therefore, in this special profession every member may be a worker, may examine with the greatest care, analyze with precision, reconstruct with skill, and contribute his discoveries and improvements to the general stock, and never exhaust the subject. By coming together face to face, new ideas upon important parts of the general question may be propagated, and these ideas may be used in further progress. Crude notions may be presented, and these, submitted to the refining process of calm philosophical criticism by the assembled teachers, may be turned out polished stones, fit for an honourable place in the structure they are engaged in building. Different methods of doing the same work or of accomplishing the same object will be confronted; their strong and weak points will be, by this means, subjected to a more intense light, and, as a necessary result, the best parts of each will be retained and the less useful and efficient rejected. A closer approach to uniformity of method and similarity of views will certainly follow from these encounters and this comparing of notes, and as perfection is one and indivisible, we may safely assume that progress in this direction is being made. The better informed minds and the more skilful teachers will exercise a powerful influence for good over the less highly gifted, and while without effort, and even without immediate design, they help to elevate their co-laborers, they are insensibly but surely improving themselves at the same time. *L'esprit de corps* of the body will be improved by this intercourse, and a most healthy and wholesome emulation will be excited and sustained; and thus, while the individual and the profession are gradually but surely raised, the country which has so generously devoted a portion of its wealth to support and encourage these Teachers' Institutes, will, as is only right, eventually reap all or nearly all the benefit.—*London Free Press*.

III. Education Department at the Centennial.

1. ONTARIO EDUCATIONAL SYSTEM AT THE CENTENNIAL EXHIBITION.

Meritorious as the Pennsylvania educational display is, it falls far short of our own in some respects, while in general effect it has only the advantages derivable from greater extent and a better opportunity for arranging articles in an artistic fashion. The exhibition of apparatus of every kind from Ontario is far ahead of any exhibit from any other country, and will almost equal the whole of them together. Of specimens of pupils' work, on the other hand, we make a comparatively poor show, the exhibiting institutions being comparatively few. The principal part of the display in the Canadian Department is made by Ontario, the other Provinces doing very little. The chief feature of the Quebec portion is a collection of models of educational institutions on a very small scale, each being surrounded by grounds ornamented with trees like the originals. As works of art they are not bad, but are so diminutive as to appear out of place in an exhibition of our school systems, unless intended to be shown as specimens of pupils' work. A characteristic feature in all the exhibits is the multitude of models intended to illustrate the various kinds of school-house architecture and furniture now in vogue. Some of these models are large, well-proportioned and very expensive; others are trashy enough. One of the best is to be found in the Ontario collection; it is a model of a typical Collegiate Institute, and must have cost several hundreds of dollars. There are a few good ones to be found in the exhibits of the various States, but hardly any on so large and elaborate a scale. By special permission of the Director-General of the Exhibition, a wall has been erected for the purpose of giving a better opportunity to display the Ontario Educational Exhibit. This is a decided improvement to the whole Canadian Department, as it helps to relieve the dead sea of uniformity caused by the monotonous rows of rectangular cases prescribed by the Commissioners. The educational wall runs parallel with the principal nave, and cuts off the geological display from the rest of the Canadian show. It is 110ft. long and 30ft. high in the centre, where there is a large archway, through which the petroleum exhibit is visible in the background. The wall is surmounted by the Royal arms, the largest to be found in the whole Exhibition, while immediately over the archway are placed a scroll label with the Dominion and Ontario arms on shields and the arms of the Department in relief. The heavy cornice and all the ornaments of the wall, together with the great majority of the articles on exhibition, including maps and apparatus, were made in Toronto. Two smaller archways occur at some distance on either side of the main one. The wall is hung on the right with raised maps illustrative of physical geography, and on the left with ordinary school-room maps. On one side of the main archway a space has been set apart for specimens of pupils' work, for a collection of the seals of the English sovereigns from William the Conqueror to Victoria, and for philosophical apparatus; and on the other side for articles exhibited in connection with the Institute for the Blind, and additional apparatus. Near the archway is a revolving stand containing the photographs of school-houses throughout the Province, and another with pictures of colleges, universities, and other public buildings devoted to educational purposes. In front of the wall there are a number of glass cases filled with articles for exhibition, including a selection of library and prize books; apparatus illustrative of electricity, thermo-electricity, galvanism, light, heat, steam, pneumatics, hydrostatics and hydraulics; astronomical instruments; a series of models for object lessons in Botany, Zoology, Mineralogy, Crystallography, &c.; educational reports, drawing models, geometrical instruments, and chemical apparatus. The work of arrangement has been performed in a skilful manner by Dr. May, of the Educational Depository, and the Ontario Education Court as a whole, as well as in its details, may fairly be regarded as one of the most interesting displays in the whole building. The amount of attention it receives from the general concourse of people who are travelling up and down the aisles, as well as from those interested in education on this side, is the best proof of its merits.—*Globe*.

I have been longing all this time to come to the Education contrasts. In the Pennsylvania education building there is a representation of a school of the olden time. What a contrast this rickety old school to the schools of to-day! Pennsylvania takes great pride in its schools, and the exhibition of models, maps, etc., is most creditable, as are those from the other States. I am happy to say, however, that the Canadian exhibit in the educational way takes the shine out of them all.

In walking down the centre transept, when you come to a certain point, the attention is attracted by nothing so much as by the top