

In front of the wall several alcoves were built, multiplying over ten times the quantity of display space.

The principal wall was covered with Geographical and Physical Maps mounted in heavy walnut frames, whilst the walls of the alcoves were covered with charts and diagrams illustrative of the various branches of science.

From the blending of the colours and the pre-arranged backgrounds being of a neutral tint, the maps, charts, &c., were thrown out in relief, and enhanced the attractiveness of the exhibition, and in the fact of the wall being so much elevated over the other goods displayed in the Canadian department, is formed a very pleasant exhibit, and added very much to the general effect of the whole Canadian court.

The apparatus, globes, books, natural history, and lessons, &c., were displayed in large glass cases fitted up especially to suit the class of goods exhibited.

On the top of these cases were life size busts, and copies from the originals in the South Kensington Museum, of the Prince of Wales, Princess Wales, Shakespeare, Sir Isaac Newton, Herschel, and, &c.

From the prominent position and the excellence of the display of the whole Educational collection, it became a source of great interest to general visitors.

The Educational Court was thronged daily with thousands who previously were actually ignorant of the geographical position of Ontario, and who were surprised to find our Province so far advanced in Educational matters.

To those who were particularly interested in Education, and also to those who were seeking information for immigration and other purposes, was sent a special Report relating to the Educational Institutions of Ontario, prepared by the Minister of Education for distribution at the Exhibition.

So much having been said by the Press in favour of our Educational Exhibit, it is necessary for me to explain how we succeeded in winning this victory by our display over that of other countries, and to show in what special department we excelled.

In the Ontario Education Department were exhibited the tools, so to speak, by which the Teaching work is successfully performed.

The United States Educationists, who were the best representatives of Education in the whole exhibition, did not do this; their chief exhibit consisted of pupils' work. They had hundreds of bound volumes containing specimens of writing, composition, arithmetic, &c., and as the sequel proved, they were of little interest except from the immediate localities represented, and who in many cases were personally acquainted with the pupils. Foreigners, as a rule, would not take the time to examine these books, and when they did so, a few specimens satisfied their curiosity.

It is a well-known fact, that the great attraction for visitors in the Machinery Hall was to see the machinery at work; they were only partially satisfied with knowing that certain articles could be produced, but were anxious to see how the work was accomplished. It was precisely the same in regard to education; they were not so much interested in the pupils' work, but preferred examining the appliances used in teaching.

The different States of the Union spared no ex-

pense in preparing their educational exhibits; the State of Pennsylvania alone spent \$15,000, and erected a building for their own use. Other States also contributed largely for their own special exhibits, yet it was generally acknowledged, even by the people of these States themselves, that our representation was the most complete in the whole exhibition—of the most value for educational purposes, and of the most interest to visitors.

As the Deputy Minister, Dr. Hodgins, in his Report to the Minister, will give a full and explicit comparative statement in reference to the educational exhibits of other countries, I shall only briefly refer to the articles exhibited suitable for Public Schools in the British Department. It consisted of a few books, maps, charts, &c., from a limited number of publishers in Great Britain; the collection was altogether very meagre.

The editor of the *Manchester Guardian*, referring to educational matters, says:—"The only thing which redeemed the British exhibit, was the collection from the Education Department of Ontario."

The whole of our exhibit was classified into twenty-six Classes, and the articles all numbered to correspond with the numbers in a descriptive catalogue which I compiled for distribution during my stay in Philadelphia. This classification will be found fully set forth in the Report of the Deputy Minister; it is not necessary therefore that I should give a statement here.

Kindergarten illustrations were included in the 26th, or last, of these Classes, and also attracted much interest. Kindergarten instruction was first introduced into Germany by Froebel, of Hamburg, who devoted his life to improving methods of elementary instruction; his great principal was to combine amusement with instruction.

This branch of education is now receiving great attention in the United States. Schools for instructing very young children by this method are being formed.

From conversation with the leading educationists, however, I do not think it will ever become popular on this continent. They all agree that the mind should be educated through the eye, but they prefer for that purpose Object Lesson teaching, as recommended by our Department. In connection with our Department was a very fine exhibit from the Institute for the Blind at Brantford; it consisted of Books of Instruction, Apparatus, Maps, &c., for teaching the blind, part of which was constructed by Principle of that Institution, Mr. J. Howard Hunter, and fancy work, willow work, &c., by the blind pupils.

This exhibit was not only admired for the neatness and excellence of its work, but naturally created a sympathy for those of our fellow creatures who are deprived of sight.

This exhibit was far more deserving than many others that were awarded International Medals, but it has not yet been recognized by the Judges, although Dr. Hodgins and I repeatedly called at the Awards Department and represented the matter to the officials.

In concluding this Report I may remark, that the Educational exhibit was awarded the Gold Medal by the English Judges for the Canadian Department, and International Medal and Diploma by the Centennial Commissioners. We are also promised some public testimonial for our completeness as a collective government exhibit.

It is also very gratifying to state, that the company who have purchased the Main Building at