

## The Centennial and its Educational Features.

No. 1.—Continued from the Ontario Teacher for September.

In the last article an attempt was made to describe briefly the educational exhibits made at the Centennial Exhibition at Philadelphia by the Province of Ontario and the National Government of the United States. The present article will be devoted to a short sketch of the exhibits of the three States, Pennsylvania, Massachusetts and Indiana.

Before proceeding further, it may be remarked that the writer was able to spend only about six hours in seeing all the educational exhibits on the grounds, and that he did not enjoy the advantage of accompanying the recent teachers' excursion. Besides, it is admitted on all hands, that from the disjointed and ill-organized character of the exhibits made by the States of the Union, as well as other countries, it is difficult, if not impossible, either to obtain, or to give, a comprehensive and well-defined conception of them in all their details.

The Pennsylvania *School Journal*, the organ of the State Superintendent of Education, says on this

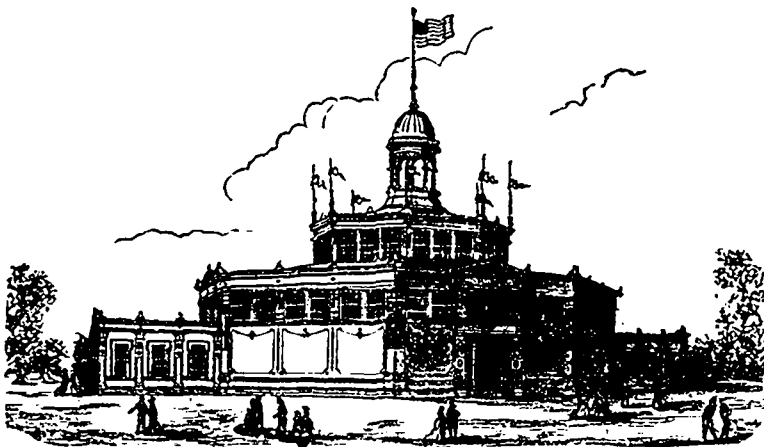
point, 'It is manifest to all who have had occasion, for any reason, to study the educational exhibits of the different States of the country, in the Exposition buildings that to describe the exhibits

with anything like adequacy and particularity is very difficult. Under the most favorable circumstances of arrangement, grouping, classification and display of materials, the task would be no light one for the most skillful and experienced pen. But when it is remembered that the exhibits are separated and scattered, portions of them being in different buildings far apart, it is readily seen that a close and comprehensive presentation to the reader is out of the question.' Indeed, as has already been remarked in the course of these articles, it is greatly to be regretted that at a World's Exposition an industry of such incomparable importance as education should be assigned a position of such inferiority. To do it justice, there should have been a great Educational Hall, where all civilized nations could place side by side, in systematic order, the exhibits of their educational standing and progress, their systems of instruction and their results, and the actual work and implements of their schools. It is encouraging to know, however, that at no previous World's Fair has education received so much recognition,

and it is to be hoped that at future Expositions still more attention may be given to what has been aptly called the highway of the world's progress — the inseparable handmaid of civilization.

PENNSYLVANIA.—No other State, or even nation, has done as much to show the world what she is doing in educational matters, as Pennsylvania. This result is largely due to the enlightened zeal and indefatigable energy of Hon. J. P. Wickersham, the State Superintendent of Education. Dr Wickersham strongly and repeatedly urged upon the Centennial Commissioners the propriety of erecting one large separate building for the educational exhibits of the world, but finding that his representations were not likely to result in any action, next turned his attention to the erection of a building for the educational exhibits of the Keystone State. Notwithstanding many difficulties and discouragements, he persevered in his laudable purpose, and the Pennsylvania Educational Hall has been noted during the summer as one of the ornaments of the Centennial grounds. The building is attractive in its architectural appearance, and commodious and convenient in its internal arrangements, and was erected at a cost of about \$20,000.

It is octagonal in shape, and has wings on northern and southern sides, the former used as rooms by Dr. Wickersham and his assistants, the latter as parlors and such places of conference for teachers



PENNSYLVANIA EDUCATIONAL HALL.

and other friends of education who may be visiting the Exhibition. In the centre of the building is a room forty eight feet in diameter, which is devoted to the exhibition of school furniture, books, maps, etc. Surrounding this room are alcoves separated by an aisle ten feet wide from similar alcoves built against the walls of the building. The alcoves contain exhibits of all the educational institutions of the State, from the lowest to the highest. First comes the Kindergarten of which there are a number in the State, though they do not form a part of the school system properly, nor are they under State control. Next we have exhibits of the common and district schools, very similar to the rural schools of Ontario. Of these there are upwards of 10,000 in the State. Next we have exhibits of the higher classes of schools, seminaries, academies and city schools. There are some very creditable exhibits of maps, drawings, and other work done in these schools. The city of Pittsburgh, for instance, gives a number of volumes of questions, and the answers given in writing by the pupils. One of the most attractive