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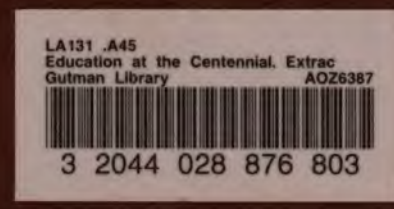
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EDUCATION AT THE CENTENNIAL.

[Extracts from the proceedings of the Department of Superintendence of the National Educational Association, at its meeting in Washington, January 27 and 28, 1875.]

REMARKS

OF

HON. J. P. WICKERSHAM, OF PENNSYLVANIA;
BARON VON SCHWARZ-SENBORN, AUSTRIAN MINISTER;
HON. J. D. PHILBRICK, OF BOSTON;
HON. A. ABERNETHY, OF IOWA;
HON. B. G. NORTHROP, OF CONNECTICUT;
HON. A. C. HOPKINS, OF INDIANA;

AND OTHERS.

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SECOND DAY'S PROCEEDINGS.

EXTRACTS FROM THE MINUTES OF THE PROCEEDINGS OF THE DEPARTMENT OF SUPERINTENDENCE.

SECOND DAY.

THURSDAY, *January* 28, 1875.

Hon. J. P. Wickersham, State superintendent of common schools of Pennsylvania, read the following paper:

AMERICAN EDUCATION AT THE CENTENNIAL EXPOSITION.

So much been published concerning the Centennial Exposition to be held at the city of Philadelphia in 1876, that no statement of its design or account of what is purposed to be done seems now necessary. A brief outline of the progress made in the work of preparation, however, and of the prospects entertained of its successful completion, may be of interest, and will serve as an introduction to the special purpose of this paper, which is, to make some practical suggestions in reference to the representation of the schools and school-systems of the country at the exposition.

The exposition will be held. Whether it shall be creditable to the nation or otherwise, we must go on with the work. To stop, to even halt, now, would be to disgrace ourselves in the eyes of the whole world. American energy and pluck have accomplished marvelous things in the past; they will not fail us now in pushing to completion this great enterprise. Much has occurred within the last few months to encourage the friends of the Centennial. Obstacles have given way; interests threatening antagonism have been harmonized; help has come from unexpected quarters, and the indications are that the whole nation will make one united effort to secure success.

More money will be needed, but the management of the Centennial have now in hand available funds amounting to nearly $5,000,000. Of this sum, the State of Pennsylvania has appropriated $1,000,000 and the city of Philadelphia $1,500,000. The balance is made up from subscriptions to the stock-fund. Five millions of dollars will go far toward the erection of the necessary buildings for the Centennial; but large subscriptions to the stock are still hoped for, and, without doubt, in the end, Congress will make a generous appropriation.

Fairmount Park, in the city of Philadelphia, contains three thousand acres. Several millions of dollars have been expended in improving and beautifying it. Nothing of the kind in this country is now equal to it, and the day is not far distant when it will compare favorably with the finest parks of the old world. The Lansdowne Plateau, upon which the exposition buildings are now being erected, is an elevated part of Fairmount Park. No better site for them could be chosen. Its advantages are said by competent judges to excel those of the sites of either of the great expositions of Europe.

The buildings are, first, an art-gallery, covering a space of about one acre and three-quarters, the material being of brick, granite, iron, and glass, the law requiring that it shall be perfectly fire-proof. The art-gallery is 365 feet long, 210 feet wide, and 59 feet high to the ceiling and 150 feet to the top of the dome. For the erection of this building the State of Pennsylvania and the city of Philadelphia have appropriated $1,500,000, The inner walls of the building are now erected up as high as the square, and the granite is being set with marked rapidity. The contract requires its perfect completion six months in advance of the opening of the exhibition.

The main Exhibition building, covering a space of twenty acres, and to be constructed mainly of iron and glass, was contracted for some months since; the foundations are now nearly ready, and the material is being produced at the mills and factories. This building is in length 1,880 feet, in width 464 feet, and in height 70 feet. Height of central towers 120 feet. It will cost about $2,000,000, and will be paid for out of the funds arising from the sale of stock, and is also to be completed six months before the beginning of the celebration. The remaining buildings are the machinery-hall, of twelve acres; agricultural department, of six acres, and a conservatory of two

and a half acres; all of which within a few weeks either have been placed under contract, or are about to be. The funds for the machinery-hall and conservatory are furnished by the city of Philadelphia.

The contemplated buildings are large, but already, it is said, that applications for space have been received from our own people sufficient, if accepted, to take up nearly the whole of that set apart for the United States. I extract the following summary of what is promised by foreign nations from a recent address on the Centennial to the people of New York:

The indications as to the display from foreign countries at this date, a year and a half in advance of the beginning, are far more favorable than had been anticipated by the managers. The following-named countries have taken action, to wit: the German Empire has accepted the invitation of the President; France has accepted, and has appointed commissioners-resident in Philadelphia and New York; Sweden and Norway have appointed a commissioner, and have gone so far as to provide for defraying the cost of transportation of goods of their subjects to the exhibition and return. England's acceptance of the invitation has been communicated by telegraph, but the particulars are not known. In several of the British colonies, especially in Canada, Australia, New Zealand, Tasmania, and others of the Australasian Islands, exhibitions of unusual completeness and interest have been prepared. In Austria a large number of manufacturers and artisans have solicited space in the exhibition buildings. The governments of Central America and South America have manifested special interest in the exhibition, and the President's invitation has been accepted by Peru, United States of Colombia, Nicaragua, the Argentine Confederation, Brazil, Venezuela, Ecuador, Chili, Guatemala, and Salvador, and for these countries commissioners have been appointed and money appropriated for their expenses. Mexico, Honduras, and Hayti have also accepted the invitation. Brazil and other South American nations have made application for space. In addition, the Netherlands, Belgium, Liberia, the Sandwich Islands, China, Japan, and Switzerland have accepted the invitation. Spain has accepted, and appointed Senor Emilio Castelar, the eminent republican statesman, to be her resident commissioner at the American Exposition.

Philadelphia is now well supplied with hotel accommodations. Projects are now on foot to increase these very largely. Hundreds, perhaps thousands, of boarding-houses will be opened. And if all these be insufficient to accommodate the great throng of strangers, the railroads centering at Philadelphia have agreed to provide excursion-trains, to run at rapid speed and cheap rates, to all the neighboring cities and towns, and to New York. These trains will run directly to the exhibition buildings, so that visitors coming in this way can enter them without the payment of carriage-hire, and under cover.

One of the most encouraging events in the interest of the Centennial was the message of the President of the United States, sent last week to Congress, accompanied by a report from the board, composed of one person named by the head of each Executive Department of the General Government, to secure materials proper for representation at the Centennial. The several Departments of the General Government are prepared, it seems, to enter heartily into the work of putting in shape for exhibition the long lists of interesting articles they have to show. The expense of this part of the exhibition is estimated at $971,000, not including the cost of erecting a suitable building for the special use of the General Government. The President recommends that an appropriation be made for the purpose of meeting these expenses, and it is thought probable that Congress will make it. But what shall be done to secure the proper representation of the school-interests of the country, and how shall they be represented? A gentleman prominently connected with the management of the Centennial writes me within a few days: "The educational department is, in my humble judgment, one of the most important to be presented by our Government." This is the universal sentiment. We have been boasting of our systems of free schools so long, that our own people have come to think them the best in the whole world. They will demand there full representation. Failure here will, I am satisfied, bring severe censure down upon the heads of the Centennial management, and prove deeply injurious to school-interests of the country. More strangers, too, from foreign countries, will visit the exposition for the purpose of witnessing our school-work, and acquainting themselves with our school-systems, than for any other object, possibly than for all other objects put together. The American school-house at the great French Exposition is said to have attracted more attention than all else from America on exhibition. The test will be a severe one, I admit; but there is now no shrinking from it. Germany, Austria, Switzerland, France, England, Belgium, Holland, will come, doubtless, prepared to submit their systems of public instruction to a comparison with our own, and we must be ready to meet them with the best we have. It was easy to say at Paris, at London, at Vienna, that we left our best at home; but at Philadelphia we will be at home.

I have no doubt that a proper place and ample room will be allowed by the management at Philadelphia for the display of material relating to education. What, then, should be done? What should we do?

A beginning was made here at our meeting a year ago. General Eaton, chairman of a committee on the subject, presented the following outline of plan of procedure, which was adopted with great unanimity:

1. That each State and Territory be invited to prepare a representation of its educational condition for the Centennial.
2. That each State and Territory also be invited to prepare an historical record of its educational progress for the same purpose.
3. That each city be invited to act with the State authorities in preparing such records, and that it present an exhibit of its own educational growth and condition.
4. That each educational institution be invited to participate in the same way.
5. That a census be taken in 1875.
6. That the Commissioner of Education be requested, on behalf of the educators of this country, to correspond with the prominent educators of the world, and invite their co-operation in the matter of the Centennial.
7. That an international congress be held in connection with the Centennial.

This is an admirable plan. I approved it then; I approve it now. But to carry it out there must be a great amount of hard work done, and there will be needed a considerable sum of money. Who is to do the work, and where is the money to come from?

In my judgment the head of the United States commission on the subject of education at the Centennial can be no other than the head of the United States Bureau of Education in Washington. He is already a commissioner to the Centennial, appointed by the President. Through him, and in no other way, can character, system, and unity be given to the work, and all these are absolutely essential to success. The educational part of the exposition must not be a mass of ill-assorted fragments, without order or relation. Foreign commissioners, too, will give attention to an officer representing the United States, rather than to those representing States and cities.

The appointment of General Eaton as chief commissioner will no doubt be cheerfully concurred in by the management of the Exposition, who, in conjunction with him, should select the needed number of competent assistants. The number may be small, but it should embrace several of the ablest and best-known American educators. The commission thus constituted should have full power to act without restraint. Auxiliary to this central commission, but acting for their several localities, there may be individuals or committees representing States, cities, or institutions.

The central commission will need a considerable sum of money, for to do what ought to be done well will require months of hard work, and to make the exhibition a credit to the nation it is easy to foresee that it will be necessary not only to invite the bringing forward of educational material, but to provide it. The money to be used by the central commission must come out of the United States Treasury, or the treasury of the Centennial, or both. Without money, little can be done; with it, I am satisfied, the educational part of the exposition will prove a success. Can an appropriation for this purpose be obtained from Congress? What amount of money can be spared for the educational part of the exposition from the treasury of the Centennial? These are vital questions, but I am compelled to leave them unanswered. It is hoped the President's late recommendation will move Congress to take some favorable action.

So far as States, cities, institutions, or individuals make preparation for the Centennial, they will no doubt provide the necessary funds; but it is time to begin the work everywhere. State superintendents of schools should ask the legislatures of their respective States for an appropriation for Centennial purposes. The superintendents of schools in cities should insist upon the setting apart of a fund by their several boards of direction to be used in the preparation of educational material for the exposition. The note of preparation should be at once sounded all along the line, and a determination be evinced to achieve success in a matter where so much honor is to be lost or won.

The exposition must be a full, fair, and systematic representation of American education. No possible credit can come to us by filling our space mechanically with the ten thousand articles that may be offered. Material could be had for the asking, I doubt not, sufficient in bulk to fill the whole exposition building. A huge mass of miscellaneous articles, with endless repetitions and duplicates, even though they could be so arranged as to look well to the inartistic or unprofessional eye, is not what is wanted. The whole display must be representative. It must be somewhat of an organism, with its several parts nicely adjusted, if not closely related, to one another. In the selection and arrangement of material, I take it, will be found the most difficult and delicate duty of the central commission; but with a fair field in which to work, and a reasonable amount of money with which to pay expenses, a presentation of the leading features of American education can be made that will be an honor to the country, and a wonder to the older nations that may come across the water to compete with us.

At the close of his paper, Mr. Wickersham said: In connection with this paper, I beg leave to offer the following resolution:

Resolved, That a committee of five be appointed to act for this body, with the

authorities of the Centennial, in perfecting a plan for the proper representation of the educational interests of the country at the approaching National Exposition at Philadelphia.

General EATON. May I ask whether the gentleman intends to have this committee take the place of the one appointed last year, or is it an executive committee to act immediately, and in harmony with the committee of last year?

Mr. WICKERSHAM. The committee of last year was composed of one member from each State, was it not?

General EATON. Yes.

Mr. WICKERSHAM. I think it is wiser to make this an executive committee. It is necessary that we should have some small body of efficient men to represent this larger body or organization—to represent the educational interest of the country—to act in connection with the Centennial. There is no one authorized to do business with the authorities of the Centennial. Any one that looks at this matter in a buisness way (a Fourth of July oration on the Centennial is out of place and out of date now) will see that we have come to the time when we must meet this as business men. In order to do business in a proper way, it is absolutely necessary that this body should appoint an executive committee to do the business for us with the authorities of the Centennial. As it is we cannot do anything. We cannot contract for space. The authorities have, in a general way, set apart already a certain amount of space for educational purposes. They have allowed that it would be necessary that a certain amount of space should be dedicated for educational purposes, but for how large a space or where that space is to be remains to be settled. We do not know whether the authorities of the Centennial will allow any one outside of the commission to conduct this business. There will have to be a large amount of correspondence between the representatives of this body and the authorities of the Centennial if we are to make a creditable exhibition. It seems to be the universal agreement that we will have such an educational exhibition at the Centennial, and under the auspices of this department, if possible. It is yet to be seen what the authorities of the Centennial are absolutely willing to do in regard to this matter. I think that with proper communication with the Centennial authorities through a committee of business men, representing this body, we can have all our demands satisfactorily answered. Such a committee it is proposed shall be created; a working and an efficient committee authorized to open communication in a business-like way. Then let the Centennial Commission take charge of the matter under the general rules of that organization. That must be the method if we would be successful in this enterprise. But we never can have any proper communications nor any satisfactory arrangements as matters are now. I am very clear about this one thing. We must have a small, efficient business committee to take in charge the necessary steps in this matter. They will have to give the preliminary information at once, and proceed to act upon it. There is no time to be lost. They are to see that space is allowed and filled, and where the money is to come from to carry on this work. They are to see if Congress is going to do anything for us. They are to see whether the Centennial authorities will appropriate any money for this purpose. Because, as I said before, it is a question of business, and the amount of money at the bottom; and I feel sure of this, that we have the means, both the men and the material, to make a creditable exhibition in this department.

The resolution was seconded.

General EATON. I think Mr. Wickersham has met the full necessity of the case by the introduction of this resolution. I have no doubt that the gentlemen here representing the different States have already had inquiries made of them about how this matter was to be promoted, which inquiries could not be answered. Certainly such inquiries have come to us. I have, in reply to some, stated what was done at the last meeting of the superintendents in regard to the matter. I have said that I would have to wait until this might be acted upon before I could say anything further. And it seems to me that this resolution meets the necessity that now exists in the premises. I would like very much before the resolution is acted upon, to hear from some of these gentlemen on the subject. I have the pleasure of knowing that Baron von Schwarz-Senborn, his excellency the minister from Austro-Hungary, is present. He had charge of the exposition at Vienna. I hope he will say a word or so on this occasion.

The request made of Baron von Schwarz-Senborn was greeted with applause.

Baron von Schwarz-Senborn said:

MR. CHAIRMAN AND GENTLEMEN: I feel myself highly honored to-day at being present and assisting in this meeting of such enlightened men, and I remark this because nobody appreciates more than myself the importance of public instruction. I regard every teacher as a missionary for whom I have the highest respect.

You remember, gentlemen, there was an old European general by the name of Montecuculi, who said that if you are preparing for war, and wish to become victors, you must have three necessary things: first, money; secondly, more money; thirdly, much more money. [Applause.] Now I think every teacher is a general, that is, he is a combatant of ignorance and of superficiality. Now I think that the want of knowledge is the root of all evils that exist in the world, and that they can only be successfully combated by three things. Those three things are, first, education; secondly, more education; and thirdly, much more education. [Applause.]

I think, too, that the education of a people must begin in the family circle, and that then every man, every woman, every village, municipality, and corporation, and every State government, and the General Government itself, must aid and contribute to the accomplishment of this vitally important object.

I have been traveling for thirty years, and I have found that the impressions gained in traveling are one of the means of obtaining an education. I think a universal exposition is also like a journey; but with this advantage, that you see in a few hours, and at a trifling expense, that which would ordinarily take years of traveling to learn.

You will allow me, gentlemen, to say that, for I am an old exposition man. I was appointed by my government as commissioner to the exposition in Leipsic in 1850. I was commissioner to London in 1851; then, again, in London at the exposition of 1862. I was at Paris as commissioner, and class president of the jury at the exposition of 1855, and assisted also at the Paris Exposition in 1867, but on that occasion did not accept any appointment, as I wished to have the whole time for study and observation, which are incompatible with the duties of an official position. Lately, while I was consul-general of Austria-Hungary in Paris, during the siege and the commune, I was called to Vienna by His Majesty, my Emperor, to plan and superintend the universal exposition in that city. As director-general of that last exposition, I was more strongly convinced than ever that universal expositions are the very best of schools.

I must say that these expositions are not established to satisfy the idle curiosity, or to furnish food for thoughtless amusement of the people. I also consider these expositions as institutions for the improvement of the public tastes and the enlightement of the minds of the people; and especially so, as they thereby learn what most nearly concerns the great interests of a country. I think there shouldbe written over the door of each exhibition building, the two golden words of the old Greek, Γῶνθι σεαυτόν, which, you are aware, when translated, means "know thyself." It is a fact that many persons are ignorant of what exists in their own country, and an exposition is the means of their obtaining that knowledge.

Since I have had the honor and pleasure of being in the United States—only six months—I must say that I have seen in that short time a great many things that are not known either by the people abroad, or by all the people of this country, which ought to be known, and with which they can be made acquainted in the shortest time by an exposition. I know that at these expositions one can learn more of a country in a few days than he could by wandering through it for a long time. I must confess to you, gentlemen, that the United States of America are not known in Europe. For

America has been very badly, or, I may say, not at all, represented in the five universal expositions held in Europe since 1851.

Had it been well represented on those occasions, the people of Europe would have obtained a far better knowledge of your country than they now possess; and the intellectual and material intercourse between the people of foreign countries and yourselves would have greatly increased.

On the other hand, it is true that the number of Americans visiting Europe has been increasing every year during the last decade, but that number is immensely small when compared with your entire population of forty millions.

However, a great improvement in this respect I have mentioned has resulted from those expositions referred to; and I think we can look forward to still greater benefit from the International Exposition in this country which is now preparing in Philadelphia for 1876. It will be a great benefit in every respect. A great many people will come here from Europe and other parts of the world. They will profit by the occasion to also see the whole country, as I have no doubt that the various railroad companies of the United States will arrange for excursions to every part of your broad domain.

All these strangers will be enlightened; they will be cured of prejudice, and they will become your very good friends and admirers hereafter. Not only this, but very many people will come from all the different States of your own country to Philadelphia to visit the Centennial Exposition. And I am sure that they, too, will then for the first time fully realize what are the productions of the United States, and also what the educational system of their country amounts to.

Since I arrived in the United States I have taken occasion to visit some small but very notable expositions. I saw the exposition of the American Institute at New York, the industrial exposition at Newark, the exposition of the Franklin Institute at Philadelphia, and the industrial exhibition at Cincinnati, besides many agricultural fairs. It was my intention also to visit the local exhibitions at Chicago and Cleveland, but the shortness of my time prevented. I must confess that at all of these exhibitions I obtained a great deal of fresh information. I saw many things and learned many new facts that I rejoice to know.

I have thus given you, gentlemen, my idea of the value of expositions in general.

Now, as far as my experience in Vienna as director-general is concerned, I comprehended that it would be useful and a great benefit for my country, to learn of the different educational systems existing in the different parts of the world; and some of the gentlemen now present, who were at Vienna in 1873, will agree with me that the educational departments of all the nations represented at the exposition at Vienna were the most interesting and most important part of the exposition. It was appreciated by all enlightened classes of men; by all those who are the well-wishers of the civilization and welfare of the people. I think such a section of the exposition at Philadelphia will also be the most valuable, and in its consequences the most beneficial feature. I think that every American citizen who may contribute in any way to the exposition in Philadelphia will thereby bestow a great benefit upon his fellowmen.

And I may add here, that I have lately been in Philadelphia, and during the two weeks that I remained there I took what observations I could, assisted by the courtesy and hospitality of all the intelligent men I had the pleasure of meeting there, and I must confirm the remark of the honorable gentleman, Mr. Wickersham, who read the paper, that the location for the exposition in Fairmount Park is charming, and really better than that of either of the universal expositions in London, Paris, or Vienna. I had opportunities, through the kindness of the different members of the Centennial Commission, when in Philadelphia, to see all the plans, drawings, and specifications, and I know what they are doing now toward the erection of buildings, and I am not at all flattering in saying the truth that all that has been done and prepared, and all that is now being done, shows great skill and ability. The most honorable and intelligent men who are the leaders of the great work are using all the experiences gained in the former universal exhibitions, especially that of Vienna.

I am sure that the exposition in Philadelphia will be a great success in every respect, as I wish from my heart, and as I have seen from the beginning that it will be so. [Applause.] I am also sure that all intelligent citizens of America will appreciate more and more the importance of this exposition. They will see more clearly every day that it deserves all the support that is required. I am sure that every man who thinks of it and looks into it—every Senator as well as every member of the House of Representatives—will do whathe can to make this exposition a success, as it should and will be, because—if you will excuse me in saying it—I consider that the exposition in Philadelphia is not a private enterprise; it is not at all an enterprise to make money; it is not an enterprise for serving local interests and for the benefit of the city of Philadelphia alone. I put a much higher estimate upon it, and regard it as an enterprise to be carried out on the most liberal scale.

I repeat, therefore, that whatever the honorable gentlemen here and elsewhere, as well as the Government, will do for the exposition, it will redound to the benefit of the whole people of the United States of America. [Applause.]

Mr. HOPKINS, State superintendent of Indiana. I simply rise, sir, to say that I am heartily in favor of the resolution, and I can assign one or two reasons why I think such action is necessary in order to make effectual our exhibition.

The State of Indiana has already commenced to make preparations to have our educational interests represented in the exposition. That matter has been canvassed more or less for two years, and, in a recent report from the department of public instruction to the legislature, among the recommendations was one that an appropriation be made for the purpose of enabling the proper authorities in that State to have a representation in the Centennial Exposition of our educational interests. I have taken great interest in looking after this matter in our State. I have already done what I could, and hope to succeed still further in securing a sufficient appropriation from the legislature to enable the State board of education to see that the educational interests of Indiana are thoroughly represented. Of course this is an independent movement to some extent. And if we can have five men, representative men of the country, to whom we can communicate our desires, it will certainly facilitate very materially the representation of these educational interests.

As far as Indiana is concerned, Indiana will be represented in that Centennial Exposition. And we shall be only too glad if this arrangement could be adopted so that we can be represented as a whole, and not so much as independent States.

Mr. NORTHRUP, of Connecticut. When I seconded the motion, I did not intend to offer any remarks. But there is one suggestion which fell from the lips of our friend Baron Senborn which is worthy of notice. He tells us, and tells us truly, that the exposition at Vienna was a school for Austria, and that this proposed exposition will be a school for America. It was a school for Austria, especially in the direction in which Austria needed a school. Unification in Germany and in Italy was greatly facilitated by unity of race and language; but Austria in attempting unification, on account of the many different nationalities, has had the toughest problem of any government in Europe. How to unify these heterogeneous and sometimes antagonistic elements has indeed been a problem. And I believe that that exposition, showing as it did the intense earnestness of that government for the education and elevation of the whole people, has been an important school. Our friend has said that it was never designed for money-making, and only some frivolous and superficial newspaper-writers represented the Vienna Exposition as a financial failure. As if the great Austrian government entered upon that magnificent enterprise for money-making! So our International Exposition will be a financial failure if we enter upon it for money-making. And yet I am confident that it was of immense benefit in Austria. That exposition in its influence effected precisely what Austria needed—a school in the promotion of unification. And, in my judgment, that is the great demand of the United States to-day if the problem of reconstruction is to have a final and happy solution. Certainly this will tend in that direction. And if we can, in the educational departments, create co-operation and sympathy, and the educators of all the States of America will come forward with their full zeal in this work, it will greatly promote what we most need in America—unification and reconstruction. [Applause.]

Mr. PHILBRICK, of Boston. I don't feel that I ought to occupy time upon this subject; but, still, my judgment so entirely approves of the idea as suggested, and my heart is so thoroughly enlisted in the project of

making a complete exhibition of the educational interests of the country at the exposition, that I hardly feel that I would be doing justice to myself without, at least, saying that I hope the friends of education in every part of the country will make special efforts to give entire success to that department. The proposition now before the meeting of appointing an executive committee seems to me very good, and, of course, I shall be happy to vote for it. It seems to me that the main feature, the principal thing, the substantial thing, is that which was referred to by Mr. Wickersham in his paper, and that is, that we must have one head to this whole movement, and that head should be the head of the "National Bureau of Education," and that head should have a sufficient number of assistants. All the authority should be put in their hands, and then they can lay out the proper plans and make the proper announcements at the proper time. They can state, having ascertained what space will be accorded, what is most desirable to be done by the superintendents and other friends of education in the different States and Territories in regard to this Exposition.

As Mr. Wickersham well says, it is worse than useless to have a great mass of undigested or unarranged matter sent from the different States and piled up at the exposition. The best must be selected, the exposition must be arranged systematically, and a mutual plan for us in carrying out the project, it seems to me, is best. We have need to look to it that the plan is the one which was adopted by Austria, the one which has had a representative speaker here this morning. It was a most perfect plan in all its departments; and I wish to say that I was particularly struck with the remarks of his excellency, Baron Senborn, in regard to the great educational advantages of the exposition. Certainly I can say this on sufficient ground, for we have heard to-day remarks in regard to this subject, in this hall, from the gentleman most competent of all men in this world to speak upon this subject. [Applause.]

But the most interesting point, Mr. President, if you will allow me to mention it as it seemed to me, was this allusion made to the famous Greek saying *Γνῶθι σεαυτόν*, which saying, it was said, from heaven came, as it was claimed that it could never have come from any other place.

Now, certainly until we know other people we can not know ourselves. We have no standard to go by. But it is just because these universal expositions furnish the means for observing and judging in regard to the results of civilization in other nations that they offer us the best opportunity for knowing ourselves. The information which they supply contributes in every way to that kind of enlightenment which most thoroughly instructs mankind in regard to his race, and its achievements and possibilities; and so instructs him in regard to himself. The information thus afforded constitutes not only a school, but something more than a school. How do we find our relation—our standing—in this world? It is by examination; and at a great universal exposition, which may be regarded as a school in the highest sense, there is a contemplative examination of the civilized nations of the world. Hence, sir, when I went to Vienna, I went to make that examination. I will here remark, by the way, that I should never have gone if it had not been the earnest desire of my friend, the Chief of the Bureau of Education, who was most anxious that I should take the trip.

Well, sir, we came over some things which we supposed in this country were tolerably good. We have a way of thinking that there are some things in this country which are tolerably good, and sometimes I think it may be said we carry that opinion a little too far as compared with the productions of the rest of the world. I will mention some

among other things which I carried over with me. We have said we claimed that we had very fine school-houses in this country. We had some of them in Boston, and so I carried photographs of these buildings, and a photograph of the State Normal School. These photographs were put in guilt frames, and were to be displayed in the Educational Department. That we thought was the best way, under the circumstances, to represent that particular matter. We expected to produce something of a sensation with this exhibition. We were very sanguine of it. The pictures were put up. I found that many persons passed by without giving much attention to this exhibition; this rather surprised me, until, in the course of explorations over that vast area, I came upon the Austrian exposition of her educational affairs. Never shall I forget the profound impression made upon my mind when I had examined that particular department, devoted solely to the exposition of Austrian educational interests. Every portion of the department, commencing with the primary schools and carried up to the highest development in the process of instruction, was represented there. There were represented also the technical schools with all the specialties and all the apparatus of their instruction. There was a full idea given of the working of their schools, and among other things I found some plans of school-houses; and then, sir, if you will believe me, I found that I began to know a little of myself, that is, of my country! Well sir, I will say this—and I certainly have no wish to disparage my own country—I think a good deal of my country—I will say that I was overwhelmed. I did not know much about Austria before I went to Vienna. It was impossible to have any such idea of it as was conveyed at that exposition, from a mere verbal description. I had no idea, not any true suspicion, of the condition of educational affairs until I paid this visit to the department to which I have referred. In the examination of this department I looked at some drawings and examined them. Well, sir, we carried some of our drawings from America; some from Boston, New York, Philadelphia, Cincinnati, from all the principal cities of the Union. We had drawings there from some of our higher institutions, supposed to be very much devoted to science and art.

Now, what I wish to say in this connection is, as a little illustration, perhaps, (the point was put forward so admirably by his excellency,) I actually found drawings there from one of the elementary schools in Vienna far surpassing in quality, and, if you please, quantity, all that had been sent from the whole of our great American nation. That was instruction to me! It was good, though somewhat mortifying, to me thus to be brought to "know myself." I found that these drawings were from one of the inferior schools, not from one of the highest schools, but from a school that corresponded in the age of the pupils to what we call our grammar-school, embracing boys from eight to fourteen years of age, and very few older. I said at once that I wanted to visit that school. I wanted to see the master at the head of that school. I wanted to see the apparatus and witness the methods in that school. I paid that visit. I examined the school in every department. I looked into its methods of instruction, its system of inducement and encouragement. I examined its library. I noticed its industrial features. I examined its technical books of reference adapted to youth. All was in perfect order, and the pride which that master exhibited in showing everything about that school was wonderfully encouraging; it was delightful. Now, as I have intimated, I am not going to disparage America. I am full of the spirit of the "Fourth of July." I live under the shadow of

Bunker Hill Monument. I will not disparage my country, and I will not permit any other man to do it in my presence without an attempt at a fitting protest; and if any one gets up to say that America is not the greatest country in the world, I am one of those who propose to rise immediately afterward and re-assert the proposition. [Laughter.] But I want to "know myself," and I want to know my country; and if there is anything better in any little department, I want to know that, because we will go to work and beat it. [Laughter.] And now I say here was exhibited to us a field and method for vast improvement.

Now, about the school-houses. Here I made a most remarkable discovery. It had been proposed, and estimates had been made on the proposition with some care, to carry the school-houses over with us to the exposition, and fit them up. I found that this could be done for one-half the money that one American commissioner put in his bill on estimates. But I made the discovery in my tour through the exposition that I had made a most fortunate escape. The school-houses were not carried over because we could not obtain funds for that purpose. Now, mark what I have to tell you. I had regretted my inability on this account; but when I stepped into the school-house there which had been sent to the exposition, and put up by the government of Sweden, I trembled to think of what might have been! Then, by the way, this building was not sent over as a school-house exhibition, but as a specimen of carpentering. There was a school-house completely constructed and fitted up. There it stood, all fitted up for a school-house for educational purposes. When I went in and took a seat on the platform, I took a long breath. It was partly through fear, and partly through relief. I was almost afraid that I had brought over that American school-house. [Great laughter.] But then I was relieved, and realized the fact that a kind Providence had prevented my committing such an ill-advised act. Well, I did not profess to know much about education. [Renewed laughter.] I felt quite weak and humble. Here was a building, sent as a mere specimen of carpentering, which was so much in the way of adaptability as a house of instruction that every minute of the hour spent in looking at it increased a sense of appreciation and wonder. After I had taken my seat, and remained quiet for several minutes, I began to look around and give audible expression to myself of my congratulations. I said to myself, "How fortunate you have been. O, presumptuous man! you have escaped a disgrace, not to say a national disaster." And I reflected again and again. If I had the money which we so much desired, if I had command of the resources of the national treasury at Washington, I could not, so far as I know, have procured from any architect or committee, or any superintendent of schools in America, such an edifice as this; so complete, so admirable in all its parts. And I said to myself, Now, I think I know better than any other American how to fit up a school-room!

I saw not only, Mr. President, an abundance and a profusion in every department, but there was such perfect taste and such just proportions. And I have said that if that school-house could be taken from Vienna, where I suppose it may be still remaining, and put up on the ground at Philadelphia, in our national exposition, it will attract more attention, and elicit more applause, and produce more gratification in the breast of every visitor coming from the Atlantic or Pacific coasts than any other item of the exhibition. I know it would appeal to the universal sense of propriety and adaptability in the judgment of every experienced teacher from Massachusetts to California, and from the northern lakes

to the Gulf. And I say it deliberately, and with a caution against exaggeration, that that one thing, as an instructive exhibition, would pay, in its benefits to this country, for the whole exposition at Philadelphia.

Now, this all comes under the text which has been presented by our distinguished friend, the minister from Austria, who did such a great work at Vienna. I congratulate this convention that we have had this statement and illustration from our distinguished visitor, who has proved such a tower of strength for his nation, and for this class of instructing enterprises, whose directing genius and executive ability kept that great exposition moving, and so shaped all its machinery that there was no disorder, but perfect harmony. And he will agree with me, I am sure, in what I have said of the benefits that would spring from a transplanting of that little Swedish school-house to the exposition at Philadelphia. We boast, sir, of our school-houses. Perhaps I spoke of them last year with a little too much severity. I have been sometimes a little sorry for some things which I said. I am inclined to change my phrase to this: I will say that the school-houses of this country are the glory of this country, and they are; but, at the same time, they are also the shame of this country, because there has been so much money spent upon them, and yet so much money illy spent. There are very good school-houses. Of many of them we may boast in some measure; but how much better they might have been with a proper use of the same amount of money. Or, on the other hand, they might have been just as good with a great deal less expenditure of money.

I went and found in Vienna that there was a school-house far surpassing any of which we could boast; better adapted and better furnished in every respect, and I felt that it was my duty to return and say that we need to instruct ourselves by the experience and accomplishments of other nations. I have said as much and more than this in Boston. Yes; I have said as much under the shadow of Bunker Hill. As an American, loving my country, and proud of her, I feel that I must make this condition and statement everywhere when occasion seems to call for it. [Applause.]

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REMARKS OF BARON VON SCHWARZ-SENBORN.

I feel compelled to say a few words about the suggestion which was made by the honorable gentleman who has just spoken, in regard to the Vienna Exposition being a financial failure.

I am not of the same opinion. It is true that both our Houses of Parliament granted only three million dollars appropriation for the exposition. And it is also true that the cost reached about six million dollars. From that sum must, however, be deducted the total amount of the receipts. The accounts of those revenues have not yet been closed. Besides, all the exhibition buildings, built of stone, brick, and iron, and representing many millions, are still standing. I think that not a cent has been lost, or was uselessly spent in the exposition; but when you come to strike a balance, and consider the value of the buildings, I reckon the balance which remains is very small. I will not prove that even that cost will be covered. The account is very simple. Supposing that we had even expended the whole of the twelve million florins, or six million dollars, which is not the case, we must remember that the total number of our visitors at Vienna reached nearly six millions. Well, if every person who visited the exposition gained an intellectual benefit of only two dollars in value, there was made an actual gain over the money that really was spent by the government, besides the cost of the permanent improvements. I must confess for my part that I gained more, much more, and I would not give my experiences, knowledge, and instruction which I got at that exposition for many thousand dollars. I am advanced in years; I cannot make materially profitable the knowledge which I gained in the exposition; but I am sure that a great majority of the younger portion of the people who visited there will use that knowledge to their future advantage. If you will allow me, Mr. Chairman and gentlemen, I wish to say one thing more, and that is, that in

Austria we attach the highest importance to a certain system of education, which we call eyesight or object teaching. May I at first make some remarks upon public instruction as it now exists in Austria? The condition of the school-masters has there been greatly improved. Their position once was a very bad one. We have now made great advances in our system of instruction and in regard to the teachers. They did not formerly get as much money for their time as was necessary for a common livelihood; but in the last ten years we have realized some of the great improvements of teaching for our children, and appreciate the teachers more than ever before; and we are improving every day as much as we can. Our children have better instruction than ever, and our teachers are better. I think the time is not far distant when every child in Austria will not only be compelled to learn reading and writing in the primary schools, but also, at the same time, drawing. Thus have we provided for the youth; but what must be done for those grown children, the adults, in Austria who have learned little or nothing? They did not have such large opportunities of schooling as their children now enjoy. A man thirty or forty years of age cannot go to school, but he can be instructed by eyesight or object teaching, such as is afforded by the exhibitions, and other similar means. One of those means just referred to is traveling. What is travel? Travel is education. You learn many things in traveling, by observation; you are taught in that way. Therefore this is also teaching. A great German savant, Professor Virchoer, made a very interesting and a very accurate remark, which could apply here. He said that "nothing which comes through your eyes into your head ever goes out." And so say I. The impressions which we obtain by the sense of sight affect the brain and change our views in the most favorable manner. That was the meaning, and the man who has seen many things—who has traveled a great deal, will have his intellectual faculties greatly improved. We observed in Austria, as well as in other parts of Europe, another striking effect of these exhibitions. They improve in a remarkable way the public taste. The taste in former times in Austria was also a bad one. The people had not seen examples of tasteful and beautiful productions; they had, therefore, no artistic judgment. They had no museums and schools for applying fine arts to industry; for improving and correcting their taste, and for thus giving them the right ideas of the beautiful. The consequence was that in their buildings, furniture, and other things of common life, no taste was shown. But now, within a few years, and especially since the Universal Exposition and the establishment of museums and schools, there has been a remarkable improvement.

The same may be said of England. Every one who visited England on the occasion of the London Exhibition in 1851 will remember that the English manufactured articles were very cheap, useful, and of the best quality, but the taste displayed therein was awful. And now the English have, as a consequence of that exhibition, immensely improved in their tastes; and in the Vienna Exhibition of 1873 we saw new evidence of this fact. Allow me to say, gentlemen, that a sincere friend should speak the truth, and that, as a sincere friend of America, who has the greatest sympathy for its people, in whose country I have learned, since my short stay of six months, a great deal, and where I hope to learn much more, it is my duty to say to them, in all truth and candor, that their public taste is in the same awful condition as was the public taste in England before their great exhibition of 1851. [Applause.]

I am sure that the public taste in American can be improved to as great a degree within as short a time after the exposition of 1876 as that of England was improved after the London Exposition of 1851. I attach, therefore, immense importance to the cultivation of the fine arts as the means of refining the feelings of every man, and thereby improving the public taste. And I think this most desirable result will be attained, among other valuable ones, by the approaching international exposition in Philadelphia in 1876.

Baron Von Schwarz-Senborn took his seat amid great applause.

Mr. PHILBRICK. For myself, and I think I speak for all present, I am truly thankful for the remarks which his excellency the minister from Austria has given us. I fear that perhaps my remark in regard to the financial failure, so-called, of the Austrian Exposition, may have been misunderstood by his excellency. I meant to say that the common rumor to that effect, shed abroad by newspaper reporters, was a superficial and erroneous statement. I intended to have said that the Austrian government appropriated six million florins at the outset, and, as I understood, was ready to foot the bills which might be brought in on account of the exposition in the end; but there was no idea of going into the enterprise as a money-making speculation. I wanted to set aside that sordid idea for ourselves. Austria, realizing the grand benefits of such an exhibition, stood ready to pay its cost. The Austrian

government heartily approved the project, and expected the benefits which would indirectly flow from the exposition would more than compensate the government for any outlay that might occur. And I will say here, that there has been a marked progress in that country of late. During the past eight years, no country in Europe has made a greater progress in education and general enlightenment than the empire of Austria-Hungary.

A discussion [see full reports of proceedings] upon matters of detail here ensued, in which the Rev. Mr. Harold, of Washington, D. C., Z. Richards, esq., of Washington, General Eaton, and Mr. Wickersham, of Pennsylvania, participated. In the course of his remarks General Eaton paid an appreciative tribute to the management of Baron Von Schwarz-Senborn, as director-general of the Vienna Exposition, and to the widening educational influences of the exposition itself. Discussion upon the main question was resumed by Col. A. Abernethy, of Iowa.

Mr. ABERNETHY, of Iowa. It seems to me, if I apprehend this matter aright, that the chief purpose and duty of this committee will not be the securing or care of money, not at all. The object will be to systematize and unify the educational representation at the exposition. But I wish simply to express my approval of the views submitted by General Eaton. I am of the same opinion with him. I have come more than a thousand miles to attend this meeting, and I feel a great interest in the question which has been brought under discussion. I am glad it has been so thoroughly debated here to-day. Now, to show the point from which I view this matter, I will refer to the fact that we have a centennial board or commission in our State. We are taking this year a census, which will be much more complete than any we have taken before. I think it will be the most complete census of any State in the Union. Taking, of course, the last United States census as a basis. But a large number of items are to be added to it. The blanks are now in the hands of the officers, and they are taking a very full account of educational statistics. Statistics as to the age of children and their advance in education, and in regard to all the school agencies and the attendance; such statistics as we cannot get in our regular annual school-returns. The State board, which has the preparing of these statistics, allowed me to suggest any topic which I thought might be properly named in this connection. So that we shall have brought all that I can think of as desirable in such a collection of statistical facts. Now, I say, we desire to co-operate with a central organization in this matter of the exposition. Our State board of managers are anxious in regard to it. They have made me the offer of the secretaryship of the groups comprising the educational districts of the State. It is made up of thirty-two groups. It is desired to represent our educational interests in as thorough a manner as the same interests were represented at Vienna by the Austrian government. Now, then, having been tendered this secretaryship, I came here desiring to know how our statistics could be best represented. To illustrate our State system, I understand that it is not desired that we should bring any of our school-houses to the exposition. Is it desired that we should bring photographs of our best school-houses? As to books, the publishers of text-books will be represented, and I presume it will not be expected that we should furnish samples.

So will it be, I presume, with school manufactures; the manufacturers of school-furniture and the publishers of text-books will probably desire to represent those things. Now what can we bring from our State? We can give a little brief history of our educational progress. Our

State associations will prepare such a history, but it will only make up a few pages. What we desire to learn is, how are we to represent our educational progress, our educational status, at the exposition? How shall we show the manner in which the work is going on, and the standard which has been reached? How are Pennsylvania, and Massachusetts, and New York going to present their educational interests? If we had answers to these questions we would know how to begin, and how to move on. That is what we want to learn to-day, and I should be glad if the discussion should turn in that direction. We want information upon this very point; how can we present our educational matters at Philadelphia? We want to know that immediately. If I am to accept this secretaryship I want to know to whom I am to address circulars; what information we wish to try to gather for the purposes indicated; how we shall present a fair statement of our educational matters at the exposition. I do believe that our State desires to be fully represented at this exposition; and I think that if there is anything in which I take a just pride, it is in our school system. But I want information on this subject; how are we to present ourselves at the door of the exposition?

Mr. WICKERSHAM. That is the very question in point. We wish to to have this needed information disseminated. Now, here are gentlemen from all parts of the Union seeking this information. I found the same inquiry at Philadelphia. We must have some head from which this information can be sent abroad. First we must know what space we are going to have. Then some person in authority must determine the character of the exhibition. I take it that when this business committee is appointed by this body, its members will confer with the centennial authorities and ascertain what their views are on the subject, and they will make some arrangements with the centennial authorities which will be specific and thoroughly intelligible, and upon which satisfactory communications can be sent to the superintendents in Iowa, and to all the proper educational authorities in the various States in the Union. The first duty laid upon this centennial commission, when our committee is appointed, will be to supply information in reply to these questions. I have been asked similar questions in Philadelphia, but I had to confess my inability to answer them. It is high time we were up and doing. I made inquiries myself at Philadelphia of the centennial authorities, but of course I could not obtain any thoroughly satisfactory replies. I had not the time to press inquiries that were proper, nor had I the authority to do so. The commission will tell you in a general way that they mean to have at the exposition a large amount ot space devoted to educational purposes. Some will say that they want to devote more attention to that department than to anything else. But they have no clear ideas as to its character; when you come to details, they can give you no reply. The question must be put authoritatively, how many square or cubic feet of space are you going to allow for the educational department? And in regard to the characteristics of that department there must be courteous consultation with the centennial authorities, for they are the authorities in the premises. I repeat, it is necessary to get down to business principles, and when your committee has the proper authority to communicate with the centennial managers the information required will be rapidly obtained and promptly disseminated to all parts of the Union. Then we can go into the work of harmonious arrangement. Then the different States can fall into line in co-operation and contributions without hesitancy and without doubt, and all the desirable variety of exhibition can be secured to the satisfac-

tion of each State, and for the promotion of the general interests of the exhibition.

Mr. A. P. MARBLE, superintendent of schools at Worcester, Mass. As I understand the proposition, it seems to me that this is the most direct method for obtaining the result which we all desire. I understand that an executive committee is, under this resolution, to be formed out of the general committee, which embraces all the superintendents represented in this department. The object will be to have an efficient body of men, who can consult with the centennial authorities, and also raise the funds necessary for securing proper representation in the forthcoming exposition. I think there will be entire unanimity in debating this proposition; but I rose more particularly to make a remark which I think will bring my friend Mr. Richards into perfect harmony with the last speaker. The action of this body last year was published to the friends of education, and carried more particularly to the officers of the educational boards in the different States. That action was virtually adopted by the National Educational Association. I was an officer of that association and present at its last meeting. It seemed to be conceded that the action taken here was proper and sufficient. And although I am not authorized directly to speak for the National Educational Association, yet I am convinced that I am correct in saying that the action of this body was virtually approved by the national society; and that reliance is placed upon your action here in carrying out the objects which have been set forth by Mr. Wickersham. The National Educational Association looks to this body, to this department, to adopt all necessary means for the end proposed. That, I understand, covers the objection raised by my friend on the left.

Mr. WICKERSHAM. I am very glad to hear of the explanation which has been made by the gentleman who has just taken his seat. I think it must remove any objection that can be properly raised against the adoption of this resolution. As far as I am concerned I take great pleasure in expressing my approval now of the motion as it stands.

The resolution was then adopted by a unanimous vote of the convention, and the president was instructed to appoint the committee.

He subsequently named the following gentlemen:

General John Eaton, United States Commissioner of Education, Washington, D. C.; Hon. J. P. Wickersham, State superintendent of common schools, Pennsylvania; Hon. J. D. Philbrick, ex-superintendent of public schools, Boston, Mass.; Hon. Alonzo Abernethy, State superintendent of public schools, Iowa; Hon. Wm. H. Ruffner, State superintendent of public instruction, Virginia.

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Information of this action of the department was immediately forwarded to Hon. Mr. Goshorn, director-general of the international centennial exhibition at Philadelphia, who replied as follows:

INTERNATIONAL EXHIBITION.

1876.

UNITED STATES CENTENNIAL COMMISSION,
OFFICE OF THE DIRECTOR-GENERAL,
Philadelphia, January 29, 1875.

MY DEAR SIR: Your note of 28th instant is received. I shall be pleased to confer with the committee of the National Educational Association any day next week you may name. Please advise me of the day and hour that will suit the convenience of the gentlemen.

Yours truly,

A. T. GOSHORN, *Director-General.*

Hon. JOHN EATON,
Commissioner of Education, Washington, D. C.

It was convenient for four members of the committee, namely, Messrs. Wickersham, Philbrick, Abernethy, and Eaton, to meet in Philadelphia, Wednesday, January —. After a discussion of the subject committed to them among themselves, they met the Hon. Mr. Goshorn at the rooms of the Centennial Commission, and had a full, free and very satisfactory conference upon the whole subject of the representation of education in the Exposition.

The committee called attention to the action of the department of superintendence of the national educational association at the meeting a year ago, which they recommended:

(1) That each State and Territory be invited to prepare a representation of its educational condition for the Centennial.

(2) That each State and Territory also be invited to prepare a historical record of its educational progress for the same purpose.

(3) That each city be invited to act with the State authorities in preparing such records, and that it present an exhibit of its own educational growth and condition.

(4) That each educational institution be invited to participate in the same way.

(5) That a census be taken in 1875. That the Commissioner of Education be requested, on behalf of the educators of this country, to correspond with the prominent educators of the world, and invite their co-operation in the matter of the Centennial.

(6) That an international educational congress be held in connection with the Centennial.

The committee expressed the satisfaction that had been shown by the different State and city educational authorities that an attempt was to be made to show the progress of education; and stated, so far as they were acquainted with them, what had already been done to carry out the recommendations passed last year.

Referring to the resolution under which they were appointed, they stated to the director-general the embarrassment now felt by the officers of the different State and city systems of education and the several institutions of learning, arising from the want of some definite plan, and the need of some immediate and authoritative action.

State and city superintendents, officers of various institutions, are inquiring, "What shall be the educational representation? What shall my State, my city, my institution do?"

No one now feels prepared to answer. It is a public and not a private interest. Its exhibition must be made largely from motives of public good, and only partially from any considerations of private profit, such as would arise from the manufacture of furniture and the publication of text-books.

The plans adopted must accord with the methods of public educational action. The vast diversity of systems, institutions, and facts will require time to consider and arrange what shall be done by each, and to harmonize the whole.

The committee consider themselves sent by the department of superintendence of this national association, only as a medium of communicating these facts and impressions from the different educational workers in the country to the director-general, and of securing from him any communications he may wish to return to them.

The director-general, in behalf of the commission, expressed an earnest desire that the influence of the exposition should be thoroughly educational, and especially that the growth of educational facilities in the United States and their results, as shown in our country's progress, should be most

successfully represented; and his gratification that this action had been taken by the department of superintendence of the National Teachers' Association. He had just written to the governors of the several States, calling attention to a class of subjects of which education is one,* and hoped that this communication would act provisionally, calling attention to the subject, gathering information, and forming plans for his consideration until the meeting of the executive committee of the Centennial and formal action has been taken by them. The committee retired and agreed to act as suggested by the director-general, Hon. A. T. Goshorn.

The following statement was made to the United States Commissioner of Education:

CONTINENTAL HOTEL,
Philadelphia, February 3, 1875.

SIR: In connection with our duty as members of this committee, we have observed the action taken by you as it appears in the message of the President, in reference to an appropriation by Congress of $40,000,

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*INTERNATIONAL EXHIBITION, 1876, UNITED STATES CENTENNIAL COMMISSION, PHILADELPHIA, JANUARY 30, 1875.

SIR: In behalf of the United States Centennial Commission, I have the honor to direct your attention to several subjects connected with the International Exhibition of 1876, of great importance to your Commonwealth, and for which provisions should be made this year.

It has already become manifest that a large proportion of the articles to be exhibited will be provided for in a creditable manner by the manufacturers and producers of the several States. But there remain large classes of objects whose collection is essential to a complete representation of the material and social condition of the community, yet which it is not to the interest or within the power of an individual to collect. Of this description are the unwrought natural resources of the land, such as minerals, soils, woods, vegetation, &c. It is so largely upon their wealth in this direction that the growth of the States depends, that this department of the exhibition will be critically studied by those interested in the problems of emigration and of investment of capital. On merely economical grounds, every State would do well to provide liberally for the thorough and exhaustive representation of the actual and possible products of its soil.

Another department that should be inaugurated and prepared under the auspices of the State Government is that which may be termed historical and statistical. Unless done by official authority, there will not be a complete presentment of such matters as the history of the early settlement of the State, its physical features, climate, geographical position, government, laws, and punishment of crime, system of State and municipal taxation, revenue and expenditures, benevolent institutions and charities, education, scientific, industrial, commercial, learned and religious societies, agricultural and manufacturing interests, the extent and effects of railroads and other means of transportation, the history and growth in population and wealth of the State. All these subjects, among others, ought to be represented as to afford a summary view of the history, progress, and present condition of every State. Unless this is accomplished, the exhibition will seriously fail in that part of its purpose which contemplates a representation of the nation's growth during the first century of its existence.

Official resources, only, are adequate to the satisfactory execution of the task thus proposed.

It is hoped, therefore, that each of the States, either by legislative action, or otherwise, will adopt such measures as may be deemed necessary to empower existing organizations, or agencies to be created, to prepare an exhibition of its native resources and moral and political advancement—as herein indicated. A collective representation of this character will not only be interesting as illustrating the prosperity of the country, but will also be of inestimable value for preservation in the archives of the nation, as a correct history of the birth and progress of the several communities that have contributed during the century to the growth and strength of the union of States.

How far your State will participate in these suggestions is a question that I have the honor to most respectfully submit and recommend to your early consideration.

Your obedient servant,

A. T. GOSHORN, *Director-General.*

His Excellency,

Governor of

for the general educational representation at the approaching Centennial exhibition, which shall be in aid of, and supplementary to, any efforts made by States, cities, institutions, or private individuals.

We wish to inform you that we highly approve of this action, and have so expressed ourselves in appropriate ways to members of Congress. We believe that this recommendation on your part should be made known to educators throughout the country, and that it would receive the universal approval of the friends of education, and that they would take early steps to communicate their views to their several Senators and Representatives.

Very respectfully, yours,

J. P. WICKERSHAM.
JOHN D. PHILBRICK.
ALONZO ABERNETHY.

General JOHN EATON,
United States Commissioner of Education,
Bureau of Education, Washington, D. C.

RESOLUTIONS AND MEMORIALS

RESPECTING

THE BUREAU OF EDUCATION.

MEMORIAL OF THE DEPARTMENT OF SUPERINTENDENCE OF THE NATIONAL EDUCATIONAL ASSOCIATION.

To the Senate and House of Representatives in Congress assembled:

At a meeting of the Department of Superintendence of the National Educational Association, recently held in Washington, D. C., the following resolutions, upon "The relation of the General Government to public education," were passed unanimously, and the undersigned, the committee who prepared and presented the resolutions, were instructed to embody them in the form of a memorial to Congress. In the performance of this duty we herewith present the proceedings above referred to, and most respectfully ask for them such consideration on the part of your honorable body as may be proper.

RESOLUTIONS.

Resolved, That this body reiterate and affirm the positions taken at its meeting in this place one year ago, as follows:

First. That the Federal Government should leave to the people and local governments of each State the management of their own educational affairs without interference;

Secondly. That great service was done to the cause of education by Congress in establishing and maintaining a Bureau or Department of Education, whereby appropriate information from all parts of the world may be gathered, digested, and distributed, and whereby much useful aid is furnished to the practical work of education throughout the country;

Thirdly. That the proposition to set apart the public lands of the United States exclusively for the purposes of free education meets with our heartiest approval; and

Fourthly. That it is the duty of Congress to furnish special aid to the school-authorities of the District of Columbia.

Resolved, That as, in order fully to perform the work pressing upon it and make its usefulness still more widely felt, we are satisfied the National Bureau of Education needs increased clerical force, and as it is equally plain to us that the distribution directly by the Bureau of at least ten thousand copies of its annual reports each year, among school-officers and those specially interested in the work of education in the different States and Territories, would do an incalculable amount of good, we therefore respectfully petition Congress, in the interest of the education of the people, to take the necessary steps to bring about these desirable ends.

Resolved, That a reasonable appropriation by the General Government is necessary to secure a full and creditable representation of the educational interests of the country at the approaching Centennial Exposition, to be held at Philadelphia, and we sincerely hope that such an appropriation may be made by the Congress now in session.

J. P. WICKERSHAM,
Superintendent of Public Instruction, Pennsylvania.
J. K. JILLSON,
Superintendent of Public Instruction, South Carolina.
JOHN D. PHILBRICK,
Late Superintendent of Public Schools, Boston.
ALONZO ABERNETHY,
Superintendent of Public Instruction, Iowa.
ALEXANDER C. HOPKINS,
Superintendent of Public Instruction, Indiana.
B. G. NORTHROP,
Secretary of Board of Education, Connecticut.

WASHINGTON, D. C., *January* 29, 1875.

MEMORIAL OF THE MASSACHUSETTS STATE TEACHERS' ASSOCIATION.

To the honorable Senate and House of Representatives of the United States, in Congress assembled:

We, the undersigned, respectfully state that, at the annual meeting of the Massachu-

setts State Teachers' Association, held in Worcester, Mass., December 29, 1874, we were instructed, by the unanimous vote of said association, to memorialize your honorable body in behalf of the continuance and the liberal support of the National Bureau of Education.

We therefore respectfully represent:—

1. That the intellectual, moral, and material welfare of the people of the United States depends chiefly upon their general education.

2. That without such education the security of the Government and of liberty itself must always be in peril.

3. That it therefore becomes the duty of those who have the control of national affairs, to do, within the limits of the Federal Constitution, whatever can be wisely done, toward promoting the education of the people.

4. That one of the readiest and most effective means of accomplishing this end is the general diffusion of information on educational subjects.

6. That the information which has already been furnished by the National Bureau of Education has been of inestimable value to educators and to those who legislate on educational affairs; embracing, as it does, knowledge in regard to school-systems established in the several States, and in foreign countries; the various modes of organizing colleges, seminaries, normal schools, and educational institutions of every sort; and a vast variety of important facts relating to every department of education, among which are those which show the influence of education upon labor, crime, and pauperism.

7. That as no State can justly be expected to collate such information and freely disseminate it for the benefit of other States, it is evident that by the national authority alone can so useful and important an object be accomplished.

8. That while we do not ask for, but, on the contrary, should, if need be, protest against, any interference on the part of Congress with the school-systems of the several States, we, in behalf of the teachers of Massachusetts, do earnestly pray that the National Bureau of Education may be continued, and may be so liberally supported as to enable it to perform its functions in the most comprehensive and efficient manner.

All of which is respectfully presented by—

DANIEL B. HAGAR,
JOHN D. PHILBRICK,
A. P. MARBLE,
CHARLES HAMMOND,
A. P. STONE,
Committee of the Massachusetts State Teachers' Association.

RESOLUTION OF THE INDIANA STATE TEACHERS' ASSOCIATION, DECEMBER 31, 1874.

Resolved, That, to enable General John Eaton, Commissioner of Education for the United States, to secure the necessary appropriations from Congress, for which he is now asking, to enable him to carry on more successfully the Bureau of Education, we respectfully ask the Representatives and Senators of Indiana to vote for and render him such aid as the exigencies of the case demand.

RESOLUTIONS OF THE MISSOURI STATE TEACHERS' ASSOCIATION.

Resolved, That it is the sense of this body that in order to secure an effectual supervision of schools a law should be enacted providing for the appointment of a competent school commissioner for each State senatorial district, who shall employ his entire time under the direction of the State superintendent in promoting the interest of public education, said commissioner to be paid by the counties composing his district, in proportion to their population.

Resolved, That we recognize the value of the United States Commissioner of Education, and fully indorse that work; and we respectfully ask our Senators and Representatives in Congress to render the Bureau of Education every possible facility for collecting and distributing the important facts and statistics embraced in the circulars and annual report of the Commissioner.

Resolved, That in our opinion no better disposition of the public lands can be made than to set aside the net proceeds for educational purposes as a permanent fund, distributing the interest accruing among the several States on the basis of illiteracy.

Resolved, That as citizenship under our form of government throws upon each citizen the liability of making laws, as well as the duty of obeying them, this association recommends a more careful study in all our schools of the history and Constitution of the United States and the State of Missouri, as well as the general principle of the science of Government.

Resolved, That we recognize an appropriate and dignified place in our educational work for the academies and colleges not connected with the public system of the State, and that we most earnestly desire the fullest harmony of action among all educators.

Resolved, That for the purpose of unifying our entire educational work, we recommend to teachers of both public and private schools in fixing their courses of study and requirements for admission to consider carefully those things in which they have a common interest, in order that there may be nothing to prevent the proper work of each class of schools, or interfere with the complete harmony which is so highly desirable.

Resolved, That a committee of three be appointed to confer with the faculties of all higher institutions regarding the feasibility of a common course or courses of study in these institutions, such committee to report at the next meeting of this association.

Resolved, That the president of this association be, and he is hereby, instructed to appoint a committee of three members to confer with the State superintendent elect, in relation to the school-law of this State, and on behalf of this association, co-operate with him for the purpose of securing such legislation as the best interests of the schools demand.

RESOLUTIONS OF THE NEW YORK STATE ASSOCIATION OF SCHOOL-COMMISSIONERS AND SUPERINTENDENTS AT SYRACUSE, DECEMBER 30, 1874.

Whereas the people of the United States have admitted, or are rapidly admitting, to full political privileges, millions of freedmen and refugees, utterly uninstructed and destitute of that preliminary knowledge necessary to the safe use of the elective franchise; and

Whereas the danger thence arising threatens every State in the Union and the country at large; and

Whereas there are various measures now pending in Congress of the United States calculated to meet this emergency:

Resolved, That, in the opinion of this body of school-officers of the State of New York, representing eighteen thousand teachers of the State, the policy of the General Government should be no longer to make large grants from its public domain to moneyed corporations, but to consecrate the proceeds of all sales of the public lands, sacredly and irrevocably, to the purpose of aiding and encouraging the States in the thorough education of the people.

Resolved, That, in this view, we respectfully recommend to the careful consideration of Congress the bills introduced by Hon. J. S. Morrill, in the Senate, and Hon. G. F. Hoar, in the House of Representatives, for the consecration of proceeds of public land sales, in part, for the improvement of instruction in the various sciences, applicable to the industries of the country, and in part for the establishment and maintenance of public schools, making the distribution as regards the latter object upon the basis of illiteracy, for a term of years, thus bringing education to bear upon that uninstructed mass, set free by the events of the last fifteen years.

Resolved, That we have noticed with deep regret the apparent want of appreciation on the part of a large number of Representatives, of the Bureau of Instruction at Washington, the great value of which we have learned by our individual experience, not as building up a central power in education at the national capital, which it appears to us inadequate ever to do, but as enabling those engaged in education in the various States to have access to the information necessary to make their work thorough and efficient.

Resolved, That we tender our thanks to those Representatives who have endeavored to carry out a statesman-like policy on this question, and that a copy of these resolutions be sent to each of the Senators and Representatives from this State, and to the papers for publication.

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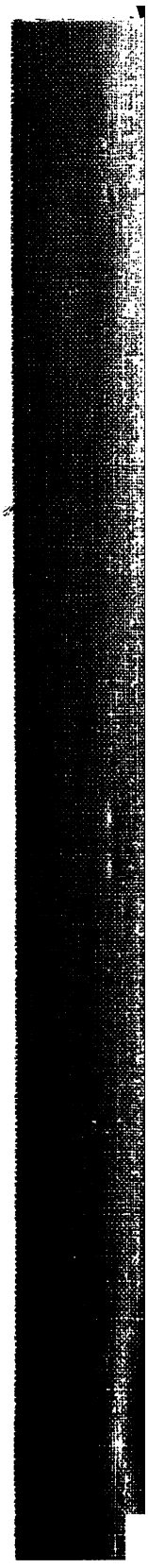

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