

**PARIS UNIVERSAL EXPOSITION  
MDCCC LXXVIII. THE  
CATALOGUE OF THE UNITED  
STATES COLLECTIVE EXHIBITION  
OF EDUCATION**

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Paris Universal Exposition MDCCC LXXVIII. The Catalogue of the United States Collective Exhibition of Education by John D. Philbrick

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**JOHN D. PHILBRICK**

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THE CATALOGUE OF  
THE UNITED STATES COLLECTIVE  
EXHIBITION OF EDUCATION

Compiled by JOHN D. PHILBRICK and published by  
Direction of the Commissioner-General



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MDCCC LXXVIII

C'est dans le gouvernement répub-  
licain que l'on a besoin de  
toute la puissance  
de l'éduca-  
tion.

MONSIEUR.

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Lignand  
11-3-27



## TABLE OF CONTENTS

	I	PAGE
Prefatory Note	I	7
Statement of the Theory of Education in the United States	II	13
Statistical Summaries	III	31
Official Scheme of the Educational Exposition	IV	41
Catalogue of Exhibits	V	
1 United States Bureau of Education		43
2 Alphabetical List		52
Appendix	VI	
1 Circular issued in preparing the Exhibition		115
2 The Distribution of Responsibility, from the Report of the Commissioner of Education		121

L'instruction publique est gratuite dans tous les  
Etats de l'Union.

I have no conception of any manner in which the popular republican institutions under which we live could possibly be preserved, if early education were not *freely furnished to all*, by public law, in such forms that all shall gladly avail themselves of it.

As the present tendency of things almost everywhere is to extend popular power, the peace and well-being of society require, at the same time, a corresponding extension of popular knowledge.—WEBSTER.





## PREFATORY NOTE

**T**HE Resolution of Congress, in relation to the participation of the United States in the Universal Exposition, made no provision for an exhibition of Education. The present Exhibition is therefore due to the initiative of the Commissioner-General, the Hon. R. C. McCormick, who, with the consent of the Secretary of State, appointed the undersigned "Superintendent of the Department of Education in the Exhibition of the United States," with instructions to prepare a collective exhibition of Education, and for that purpose, to avail himself of the facilities of the Bureau of Education, and to act in accordance with the advice of its chief, Commissioner Eaton.

The character of the Exhibition was determined largely by the conditions under which it had to be undertaken, if undertaken at all. Only a limited amount of space and means could be set apart for it, and the time left for preparation was too short for the elaboration of materials. It was necessary, therefore, to make

choice of such as would require little or no time in the preparation, involve very moderate expense, and occupy the smallest possible amount of space.

The aim was to represent, as far as practicable in view of these limitations, the different grades and systems of education, both general and special, not only in respect to the materials and appliances of instruction and training, but also in respect to the results attained,—to bring together types, specimens, and illustrations as representations of their respective categories, comprising—the kindergarten; the elementary common school, graded and ungraded; the normal school, city and state; the free high school, the incorporated academy, the preparatory schools, and the female seminary; the college for men, and the college for women; the college in its original normal organization, with no special school attached, and the college in its modified organization, with one or more connected special schools; the principal types of the universities and higher technical schools; the institutions for the education of the feeble-minded, the deaf and dumb, and the blind; and the public libraries which have become a very important means of popular education.

Unity was the controlling principle of the scheme. It was the design to represent the condition and progress of the education of the country as a whole, disregarding, as far as possible, sectional divisions and state lines, and thus to make the Exhibition truly national in its character, as well as collective. But the materials had to be furnished by voluntary contribution, and it was necessary to apply for contributions to state and municipal authorities, and to make a selection of

such as were offered. Hence, if certain states and cities figure conspicuously in the Exhibition and in the catalogue, it is not necessary to infer from this fact that they were in all cases selected as the best representative types, but rather that their educational officials were exceptionally prompt and liberal in their offers of materials.

It will be seen that the plan of the Exhibition involved a complication of interests which had to be regarded. Its object was to afford educational students of all nationalities the means of studying the organization, working, and results of our system of education as a whole, and it was necessary to keep this object uppermost and foremost in all the plans and arrangements. And yet all the materials to be employed for this purpose were contributed with the hope and expectation on the part of the contributors of receiving individual recognition in proportion to their merits. The whole number of contributors thus interested, as shown by the list, amounts to about two hundred. It was not possible, under the circumstances, to display every exhibit to the best advantage ; but no pains have been spared in doing justice to all the interests concerned, both public and private.

Four kinds of materials enter into the composition of an educational exhibition :

I. Illustrations of educational buildings with their furniture and fittings.

II. Illustrations and specimens of appliances and apparatus for instruction and training.

III. Scholars' work, literary, scientific, mechanical, and artistic.