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SECOND DIVISION COURT -OF THE-

County of Victoria.

The next sittings of the above Court wil be held in Dickson's hall, Fenelon Falls, ON TUESDAY, APRIL 27th, 1897,

commencing at 10 o'clock in the forenoon Friday, April 16th, will be the last day of service on defendants residing in this county. Defendants living in other counties must be served on or before April 11th E. D. HAND, S. NEVISON, Bailiff.

Fenelon Falls, Jan. 29th, 1897.

INSURANCE.

Mr. Wm. E. Ellis having transferred his Insurance Business to me, I am prepared to take risks on all classes of property

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FARM PROPERTY at very low rates.

James Arnold.

The "Fenelon Falls Gazette" is printed every Friday at the office, on

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Professional or business cards, 50 cents per line per annum. Casual advertisements, 8 cents per line for the first insertion, and 2 cents per line for every subsequent insertion. Contracts by the year, half year or less, upon reasonable terms.

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-M. B., M. C. P. & S., Ontario,-DHYSICIAN, SURGEON & ACCOUCHeur. Office, Colborne Street, Fenelon Falls.

DR. H. H. GRAHAM,

CRADUATE of the University of Trinity College, Fellow of Trinity Medical School, Member of the Royal College or Surgeons of England, Member of the College of Physicians & Surgeons of Ontario. Office and residence on Francis-St. West Fenelon Falls, opposite the Gazette office.

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METERINARY SURGEON; Honor Graduate Ontario Veterinary College, Toronto, 1884; R. M. O. V. M. A. Residence-Francis Street East, Fenelon

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EFFECTS OF EDUCATION. High Schools Depopulating the Country.

(To the Editor of The Globe.)

Sir,-Upon reading the article which appeared in your issue of the 9th inst., I fear that there is a danger that the position I take may be misunderstood. There is a growing feeling in the country, a feeling which is gaining strength every day, that we have in Outario gone altogether too far in secondary education. The people have been content hitherto to pay taxes for higher education, because they were promised that wonderful and beneficial results would accrue to the whole community. The taxpayer has been patient a long time. He is now looking for the results. The situation is a critical one, for we must do one of two things-we must either show that the results justify the expend iture, or detect flaws in our system which will account for our failure. Otherwise the whole cause of secondary education in Ontario must soon be in imminent peril. Upon the question of education and

morality the case of the objecting taxpayer, I submit, is made out, unless you can show such a substantial decrease in crime that you can point to it and say "Here! this is what education has done." The figures which you quote are sufficiently disappointing; and the statistics quoted in your notes from the American Bureau of Education have nothing to do with the question. We are not concerned with the number of "illiterate" criminals, for everybody admits that primary education is a necessity. You prefer, however, to submit to the arbitrament of common sense, and here the taxpayer has at least as good an argument as yours. Education in excess of occupation breeds idleness; idleness, you say, is the hot-bed of vice; and as one of your correspondents has pointed out, education multiplies the devices for evil. As to the relationship of education to occupation, you practically admit the contentions of the taxpayer that education has the effect of unduly crowding certain occupations. But in answer to this you say: "We protest against the doctrine that any class of Canadians ought to be kept in ignorance in order that they may be content to do manual labor for the rest." Who laid down the doctrine? Certainly I was never guilty of such a thing, nor did I ever hint that this was a necessary alternative. But the unenlightened taxpayer may be excused if he asks you to explain what is the principle which underlies this doctrine of higher education by the State, and where is the limit to his obligation to pay for the education of his neighbor's son? There are many men who have found a good Common School education quite sufficient to lead them to affluence

and position.

The taxpayer makes another charge which you have not touched upon. He claims that if we are to fill this country population should be the test of every policy, and that the Province of Ontario has been turned into a funnel from the farm through the High Schools to the cities and thence to the United States; higher education is depopulating the country. And he is answered by the Canadian exiles, for I have heard the cry in the United States over and over again. They say: "Yes, we have been driven out of Canada by the Ontario educational system." The taxpayer suggests, as a partial remedy for this, the colonization of our farmers' sons. We should be interested to see an article in your paper headed "Education and Colonization." It seems that in the defence of the cause of secondary education we are driven to examine the defects in our system. When we consider the danger of waning confidence in the people who supply the funds and the tremendous interests which are involved, our families, the fortunes of our lads in this world and the next, the progress of the country and the heavy taxation which the people have to pay, we are inclined to suggest a Royal Commission. We want the advice of the best men in the country. It would be impossible to cover the ground in a letter. but, perhaps, I may be allowed to point out some principles which onr educationists appear to have entirely overlooked. There are certain will o' the wisps incidental to youth in every generation, which no amount of precept, no amount of past experience, can destroy. We all of us know them well; false ideas of social ambition, false ideas of the practical world, the craze for city life

which comes with education, and an

often fostered by a fond parent who is ignorant of the world, and it is generally recognized that one year of higher education gives both boys and girls a distaste for manual labor. You say these are "interesting phenomena" ap parently for arm-chair contemplation; that "the educationist must not be checked by the fear that intellectual power may be mis-directed or abused," and that "to the boy, who finds there is not enough work to do in his chosen profession, his bad judgment brings his own punishment." This is where we differ completely and entirely. I maintain that these are real live facts, which it is absolutely necessary we should deal with in a practical way, that if the Government undertakes the education of boys at this critical stage; if in the exercise of a paternal function it invites, and by offering free facilities tacitly advises, the educationist is bound to protect the boy and protect the whole community so far as he is able; to exercise the duties of the statesman, and at the same time the duties of the parent which he arrogates to himself. Most people, I believe, will agree with me in this. And yet, from your remarks, it would appear that our Minister of Education has never raised his eyes, except in idle curiosity, beyond the limits of his department, and that the perfection of a symmetrical system has overshadowed every consideration of the welfare of the country and the people.

You will admit that there are cases where too much education may be a curse to a boy. You say the educationist cannot stay his hand. I say in some cases he must. You say he cannot discriminate; I say he can. And certainly he is bound, in the construction of a national system and in the selection of the subjects to be studied, to minimize the dangers which arise from the tendencies of human nature and the difficulties of imparting advice. He must have some regard to the peculiar conditions of the country and the occupations of the people. Surely, in an agricultural country such as this is, the first and paramount object of our national education should be to add dignity and nebility to life upon the farm. And yet I can truthfully say that I have never been in any country where, by the young people, farm life is held in such contempt, The farmer is called a "hayseed," and I have heard men who have gone into other occupations complain that they have "sprung from the soil." It is not so in Great Britain; it is not so in our Northwest or in the western States. How do you account for it in Ontario?

If you want to know where the trouble begins I can tell you. It is in our High Schools. Not long ago I heard from an eye-witness of an incident which occurred in one of these schools. A boy was playing some harmless prank, and the teacher rounded on him with, "we want none of your barnyard tricks here. You had better get back to the farm." I am perfectly willing to admit that this is an exceptional and aggravated incident. Perhaps it is scarcely fair to quote it; but it is typical of the atmosphere of the High Schools, for which the system rather than the teachers are to blame. And every farmer and every teacher in the country will bear me out when I say that a High School course in Ontario will spoil a boy for the farm and a girl for a practical farmer's wife.

I should like to offer some suggestions, which might lead to a discussion of the possible remedies for this state of things, but I fear that I have already trespassed too much upon your valuable space. Besides, while I thank you for your courteous treatment, I feel that, if you still regard the phenomena which I have pointed out merely as subjects for intellectual interest; if you still believe in your motto, "Spread the light, be the consequences what they may," and if, as you say, you are "prepared to take all the consequences," all the suggestions that I have to make in this direction will be thrown away.

ERNEST HEATON. Goderich, Feb. 10th, 1897.

A curious procession of ignorance and education passed before Judge Bacon at Whitechapel County-court the other day. Three witnesses were called in succession who confessed that the could neither read nor write. They were followed by three others, named respectively Mr. Speller, Mr. Reader and Mr. Wright. "What a curious coincidence!" remarked his Honor It illustrates the natural progress of educaover-estimation of our own ability too tion."