

LOOKING BACKWARD OVER CLOSING CENTURY

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existence were still based, as in the more distant past, merely upon curious speculations from such considerations as we have previously indicated it would have but an ephemeral existence as a serious problem. But scientific men have been forced to give serious consideration to the problem because of the vast array of facts accumulating upon the case. The study of comparative anatomy by which the most intimate relationship, if not identity of bodily structure of all forms of existence has been observed, has put the question on the basis of fact where it must be decided by the evidence furnished. Facts are stubborn things and will be pooh-poohed into silence. Evolution demands a hearing from every thoughtful man. At first we did not think that there was enough evidence to call for a preliminary hearing even to use the language of the courts. Then more evidence came to hand and was submitted until it was admitted by the candid that there were sufficient facts to justify sending the case on for trial. I think it may be fairly said that the case is still before the court, although a large section of the scientific and many of the theological leaders have already passed judgment and unhesitatingly say that man, so far at least as his body is concerned, has been gradually evolved by slow stages from the lower forms of life and even from the lowest conditions of material existence. To the great masses of even our most enlightened communities and peoples, this solution of the method of man's origin is looked upon with disfavor and by the average Christian with positive alarm. But nevertheless as no other question it is giving direction, shape and content to the religious thought of this end of the century. Twenty five years since, Evolution was thought to sound the death knell of religious faith and intelligent belief in God. But the more its implications have been studied out the more has it been seen that the principle of evolution as a THEORY OF BEING is absolutely meaningless, and that as a PROCESS OR METHOD OF BECOMING it necessitates belief in the Almighty, Intelligent and Personal God and Creator of Revealed Truth. So that as we cross the bounds into the 20th century, the outlook for religious faith and the philosophic acceptance of God as the Creator and Upholder of all things is one of radiant brightness. A spirit of optimism pervades the religious thought of these glorious days. We may quote the appropriate words of Longfellow:

At the Century's Close. Lord Thou has been our dwelling-place in all generations. Before the mountains were brought forth or ever Thou hadst formed the earth or the world, from everlasting to everlasting, Thou art God. A thousand years in Thy sight are but as yesterday when it is past and as a watch in the night. We spend our years as a tale that is told. So teach us to number our days that we may apply our hearts unto wisdom. —PSALMS 90. "God of our fathers known, of old. Lord God of Hosts be with us yet Lest we forget, lest we forget." —KIPLING.

The Progress of Education in a Century

By E. A. Hardy B.A.

The education of a people is a very complicated thing. It means in brief the lifting of a whole people up to a higher plane, physically, mentally and morally. Its accomplishment necessitates many complex processes and many diverse agencies. It is the purpose of this article to note what the 19th century has done for these agencies and processes. It is a great mistake to think of the school as the only educational force in a country. The agencies at work among a civilized people today to educate its members are the school, the public library, the press, the platform, the activities of life, commerce, social, political and last, but in no way least, nature. The school is undoubtedly a great educational agency but its relative value to other instruments of education would be exceedingly difficult to determine. Its place among them is a high one however, and of its present century developments the chief ones may be briefly noted. But first, what does the term school stand for? To most of us it means the public school, to many it includes the secondary school (High School, Collegiate Institute or Academy or Grammar School), to a few it includes the college or the university. But it means more, the kindergarten must be added, and the technical and special schools. School is a wide term. All of these phases of the school—public, secondary, colleges, kindergarten, technical—were in existence before this century 1000, but it is our glory to have brought about an enormous expansion, not of one of those phases but of every phase. In 1800, there were school systems in the New England States and in possibly a few other States, on this continent; to-day every state in the union and every province in Canada has a highly organized system. In 1898 there were enrolled in the public, secondary, collegiate, and

other schools of the United States over 17 million pupils—more than one-fifth of the population—while her common schools cost her that year about 200 million dollars. In Canada for the year 1899 there were enrolled in our schools of all grades, over 1,100,000 pupils, while our expenditure was over \$10,500,000. These figures and their results add an army of over 18 millions (about 3 times our population) at about 3 Canada and the United States school in an expenditure in the hundreds of millions. Compare this with the population of these two countries in 1800. The revenues of the century counted us about 4,000,000 people and our combined revenues would not much exceed \$4,000,000. Not only has the century seen great expansion. There has been a great broadening of the curriculum. Previous to this century schools of almost every grade confined themselves largely to the subjects of Latin, Greek, logic and mathematics. To-day our schools aim to teach pretty nearly everything. The public school program of this province embraces at least a dozen subjects, our secondary school program covers about twenty subjects, while our university curriculum is almost beyond reckoning. This is a far-reaching change from the old system, but many educationists think we have gone too far and the twentieth century may see a reaction in the direction of narrowing our circles from public school to the Bachelor's degree. Three other features of the school's history of this century must be noted: government control, compulsory edu-

The Growth of Popular Government

Mr. R. J. McLaughlin

In England the growth of popular government is marked by: First: The firm establishment of the paramount power of the House of Commons and the recognition of the necessity of the government's being supported by a majority in that House. Shortly before the opening of the century the Duke of Portland and the statesman Fox were obliged to resign on an adverse vote of the House of Lords, although supported by the Commons, and Pitt held office and refused to resign although defeated on 16 divisions. Such would

Government and Secularization

Government and secularization. Government controls the school systems—today of Canada, United States, Great Britain, France, Germany, Switzerland, Norway, Sweden, and other countries. This control varies in minuteness and effectiveness, but is a powerful factor in all these countries, and on the whole a factor for good. Compulsory education prevails more or less in these countries, as the logical outcome of the expenditure of State funds for educational purposes. Secularization of schools prevails also in many of these countries. Its history lies largely in this century and is of great interest. It begins as its problem to the 20th century, the relation of religion to a state system of education. The century has witnessed in its latter half the rise of an educational force, whose magnitude is not yet realized. On July 30th, 1859, the Public Libraries and Museums Act passed the House of Commons in England and on August 14, it became law. In 1900 there were in the United Kingdom 340 free libraries, possessing about 6,000,080 volumes. The public library movement began in the United States about the same time as in England and in 1895, 4,026 libraries (public, society and school) reported to the U.S. Commissioner of Education, possessing 23,000,000 volumes. In 1872, the province of Ontario placed a free library on its statute book and to-day the province numbers about 130 free libraries, while in Canada altogether there are 512 libraries of all kinds, with 2,500,000 volumes in their possession. This public library movement is a tremendous force. It is supplementary to the great free school system and is its necessary complement. The school furnishes training, the library furnishes material for the trained mind to use. It is the poor man's college as has been aptly said, and its beneficent influences for education and recreation will be before long recognized as the birthright of every citizen in the land. Of educational processes as de-

veloped in this country time will not permit discussion. Those processes are two-fold, the processes of learning and those of teaching. The former have not varied in this century, the latter have varied in all past ages. The teaching processes have, however, undergone marked changes. The model and normal schools, the experiments in physiological psychology the attention paid to the history of education, government insistence on high qualifications for the teacher—these have been factors in discovering and applying the fundamental principles that govern the true art of education. The teacher of today is broad in his knowledge, scientific in his method, sympathetic in his spirit, lofty in his ideals. School is for the child today, no longer a place of torment; it is a place of delight and this is not the least of the outstanding features of the educational history of the nineteenth century.

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CARTER'S

GOING OUT OF DRY GOODS COST PRICE SALE NOW ON.

Table listing various clothing items and their prices, including Grey Flannel, Cotton Shirting, Table Linen, Ladies' Jackets, and various fabrics.

M. J. CARTER, THE BARGAIN GIVER, LINDSAY. P.S.—Great Bargains in Clothing and Furnishings during this sale.

along the line of restoring the ancient liberties. In the first century the Anglo-Saxons had a free and popular government. The close of the 19th finds them possessed of the same. Liberties have from time to time been partially lost and have again and again been regained, and we are just asserting again now after the centuries, the right of the people to govern, and the equality of the people among themselves.

LETTERS OF INTEREST FROM CORRESPONDENTS

BOLSOVER: That the deputy-returning officers and others may know that Mr. L. Gilchrist, returning officer of North Victoria, is not responsible for the delay in the payment of their accounts, the following is quoted from a recent issue of the Globe: "Many inquiries have been made as to the reason of the delay in the payment of deputy-returning officers for the Dominion election on Nov. 7th. Some people are inclined to blame the returning officers, but in justice to them it must be said that the delay is not their fault. The tardiness is reported to be due to delay on the part of some of the Ottawa departments."

Mr. Thomas Pritchard of Orillia is spending his vacation with his mother and sisters. There will be a number of weddings in this part this week or next.

Miss Minnie Falls of Millbrook and Mr. James McMillan of Clark were the guests of Mr. and Mrs. Lewis Falls over Sunday, on their way to Lindsay to spend Xmas.

ORANGE LINE—VERULAM: On the closing of the school for the Xmas holidays our teacher, Mrs. McCarrell, was made the recipient of a suitable present and the following address by the pupils: "Dear teacher,—We, the children of your school, desire to show our appreciation of your love and kindness to us, by presenting you with this silver tea-pot and table-napkin ring as a token of the love and esteem we have for you our much loved teacher. We are sorry to part with you but as it cannot be otherwise we pray that the reward of the gentle and true may be yours. We all join heartily in wishing you a Merry Christmas and a Happy New Year. Signed on behalf of the school, LEONARD ATWELL, DEWEY STINSON, HARRY SPENCE."

It was so unexpected Mrs. McCarrell was deeply affected, but she responded suitably.

MILLER-SMITH—EMILY: The examination and entertainment held in the school room on Friday, December 21st, was a fine success. The weather and roads was all that could be wished for considering the season. By 8 p.m. the room was filled to the door. Mr. R. White, one of the members of the school board, occupied the chair, which he did in his usual good humored manner. Considering the past experience of the school, the program was far beyond the expectation of any one present. Able assistance was rendered by the Misses Fiedda Pogue, Minnie Culligan, Amy Kennedy and Minnie Endicott, while Mr. Wm. Gerley maintained his established reputation in the vocal line. Excellent instrumental music was also rendered by the best home talent, and in short the program was a complete success. The order was certainly all that could be desired in an intelligent community. All was over at 11 p.m. and after many votes of thanks the entertainment was ended by singing "God save the Queen." The following pupils are promoted to the next higher form: Third class—Reggie McMullen, John Parker. Second class—Wilfred McMullen, Ethel Parker,

Leslie Kennedy, John White, Ross Callaghan. Part second—Alma Kennedy, F. White, Emma McGahey, Oliver Johns, May Middleton.

LITTLE BRITAIN: We regret that Mr. R. F. Whiteside's beautiful grove north and west of the village, which has been a shade in summer and a wind-break in the winter, has been so ruined the last two years by caterpillars that the trees are about all killed. Mr. Whiteside has decided to sell these trees and also the down timber to the highest bidder. See advt. in this issue.

FENELON FALLS: Mr. Joe McArthur of Lindsay spent a few days last week the guest of his uncle Mr. Wm. McArthur.

Mr. D. Twomey came home last Friday from Strathcona to spend Christmas with his mother.

Mrs. Dahl and two children left on Monday for Toronto.

Mr. R. S. Rowland left on Monday for his home in Newcastle.

Miss E. Hand, professional nurse, is home from Uncle Sam's dominions.

Mrs. E. A. McArthur and Dr. C. McArthur spent Friday in Lindsay.

Miss I. Dickson returned from the Ontario Art School last week for the Xmas vacation.

Mr. and Mrs. M. DeCew and family left on Friday to spend Christmas in Essex with Mrs. Church, mother of Mrs. DeCew. Mr. DeCew will return this week but the others will remain for some weeks.

Miss A. McKeown is home from Toronto for the Christmas vacation.

Mr. and Mrs. Geo. Wilson, Mrs. A. Wilson and Miss Wilson spent Friday in Lindsay. Our schools are closed till Jan. 3rd and teachers and pupils are having a good time generally, only marred by anxious thoughts regarding those examinations, the results of which will appear this week in the local papers. Christmas services were held in all our churches last Sunday and in the Episcopal on Christmas day also. Special music was also rendered by the different choirs, noticeable among the latter being a male quartette by members of St. Andrew's choir and a solo "The Holy City" most beautifully sung by Mr. Dahl of the same choir. The annual entertainment of the Methodist, of remarkable volume and flexibility, attended S.S. on Christmas night was well, distasteful, and the programme was good. The tree groaned under its load and the juveniles were happy.