

Q. "It was during the thousand years from the fifth to the fifteenth century, that the civilization of modern Europe was ripening. It was the germinating season, the seeds of modern civilization, cast into the soil, were quickening in new institutions, and new nations. Illustrate this as definitely as you can."

Q. "State clearly the aims and work of Champlain, and Frontenac, respectively."

Q. "State somewhat in detail the disabilities under which the Catholics suffered in Britain during, and since, the time of the Stuarts. How and when were the disabilities removed?"

Q. "State fully what you conceive to have been the aims of the colonists of New England, and New France, respectively. How did these aims affect the after history of the colonies?"

Q. "From Longfellow's poems give at least five references to the Scriptures, or quotations therefrom."

These questions would have raised Mr. Wade's hat off his head, had he noticed them—and had he not noticed at the same time, that they were given *since 1890, and under the present system*. What a different complexion the same thing bears, does it not, according as it is the work of priest, or parson?

Among the anti-British tendencies alleged by Mr. Wade is the exclusion of the study of the English language from the Catholic schools. The reports of Mr. Greenway's own inspector (for 1892, 3) will shortly be quoted upon this point.

Summary of the Arguments.

These then are the arguments to prove that

"The education alleged to be furnished in the schools of the Roman Catholic section was farcical to the last degree."

(1) The examination questions put to the teachers (13)—not the answers given by the teachers; not a word as to the children; not a word as to the schools.

(2) "Resulting illiteracy" (18)—of those who never went to the schools, half-breeds, Italians, and others.

(3) "The complete immersion of the pupil in Roman Catholic ideas and influences"—the schools were inefficient *because* they were Roman Catholic!

(4) "Anti-British tendencies" (21)—history was not twisted more than under the present system in order that the children might be patriotic. English was not taught.

Counter Arguments.

As against all this (which does not give one the slightest aid in ascertaining the character of the schools themselves from a secular standpoint) I am going to offer some very direct testimony.