

its place in the machine and work from the word go without any creaking or fuss.

Ontario has, as we have said, and as all the world admits, a beautifully complete educational system. Man for man, its population is naturally as intelligent as any in the world. The other Provinces of Canada are also well provided with schools and with educational soil. The one debatable question is, whether with all these advantages we are producing as much knowledge to the acre as some other countries, or as we might. What we should like now would be an investigation by the same wise men into the product. Our North American communities have so long seen themselves in the van of education as compared with the rest of the world, that we have perhaps got out of the habit of looking over our shoulders to see if the tortoises of Europe are not catching up—possibly even passing us in the race. Wonderful are the strides which Europe has made since she freed herself from ecclesiastical leading strings. As for China, she has always been out of sight ahead of us in the matter of reading and writing, though in arithmetic she is, we suppose, still bound to the calculating stick. The Chinese who settle among us, we are constantly told, are the lowest off-scourings of Hong-Kong and the surrounding districts of the puny south, and are no samples of what Chinamen really are. However that may be, they can all read and write, and that is more than can be said of the same class in Canada. The Italian navvies who swarm upon our railway embankments and in our street cuttings seem to be all able to read and write. At least, a post office official who had to receive and deliver the mails for a gang of these men in the country says they seemed to be all able to write neat letters and got similar letters in return, the mails being

surprisingly large. Every German who comes to the country can read and write, even though in acquiring those arts he has had to overcome difficulties which do not confront the English learner. French mechanics who come among us often seem to be what we would term educated men. What of all that, says the Canadian; cannot all our native people read and write, too? Certainly the census gives but a small proportion of native illiterates. There are many, however, who would be indignant in the extreme should anyone say they could not read and write, who, nevertheless, practically never use either accomplishment, for the good reason that they have not enough facility in either for its practical use. This fact is pointed out by a writer in the *Herald* as characteristic of our own Province, and even in Ontario there are districts where newspaper agents report that there is little use in trying to place newspapers, because of the ignorance of the people. Things are, undoubtedly, getting better and not worse, but are they getting better as fast as they should? Among French Canadians the tremendous development of the newspaper press within the past ten or twelve years proves a very considerable progress in the proportion of the people who are able to enjoy a newspaper. This progress has itself proved an incentive to demand still better things, and the cry is going up for more general and more practical school training. A similar demand will soon be rising from the English-speaking population. The people will not be satisfied with having the best of education within the reach of all. They will ask that here, as in the European countries, compulsion be used to make that education real to all the people.—*The Witness*. (*Montreal*).

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Happiness is made, not found.—*Quiver*.