

breed—only one, who attended a Catholic school, and cannot read and write.

Illiteracy in Foreign Countries.

Not being satisfied by proving that the schools in Manitoba were inefficient because there are some illiterates in that country, who never went to the schools, Mr. Wade travels off to many foreign lands, and says that there are lots of illiterates there too (57). Now if it is absurd, as I think it plainly is, to try and prove the character of the Catholic schools in Manitoba, by the lack of education in Manitoba of those who never went to those schools, what better off are we, when we are told that there are illiterates in Italy also? But the argument seems to be this :

"Wherever the Roman Catholic parochial school is the medium of education, ignorance is rife, and when ignorance is at home crime is not a stranger." (52) The Roman Catholic parochial school was the medium of education in Manitoba, therefore ignorance was rife.

I deny both statements of this proposition. Until the last half century "ignorance was rife" everywhere, in comparison with the standard of to-day—Roman Catholic, and Protestant, countries alike, had not the same notions as are now prevalent. In England until 1870, "education was dependent on voluntary enterprise, or casual endowment," (Enc. Brit. vii. 679). Owing to the stimulus of state organization and assistance, the average attendance has increased there by more than 250 per cent. in the last 25 years! Was England's condition in 1870 due to the fact that "the Roman Catholic parochial school was the medium of education"? During the last twenty-five years one country after another has lent its powerful aid to the spread of education. They did not all start in the same year, and there are differences in their progress. Italy's effort came a few years later than England's; but as any one may see by the report of the United States Commissioners of Education for 1888-9, p. xiv :

"In no State of Europe has more strenuous efforts been made (than in Italy) to provide for education by public schools."

Mr. Wade gives some statistics (53). They are absolutely valueless in arguing as to the character of schools in *Manitoba*; but if anybody thinks that any help can be obtained in that way, I offer some others taken bodily from the *Encyclopædia Britannica*, vol. viii., p. 711 :