

Country.	Catholics.	Protestants.	Schools to every 1,000 inhabitants.
Switzerland.....	1,081,400	1,577,700	155
German Empire....	14,867,500	25,600,700	152
Luxembourg.....	197,000	400	142
Norway.....	350	1,704,800	138
Sweden.....	600	4,203,800	138
Netherlands.....	1,313,000	2,198,600	136
Denmark.....	1,900	1,865,000	135
France.....	35,388,000	610,800	131
Belgium.....	4,980,000	15,000	123
Austria.....	27,904,300	3,571,000	100
Great Britain.....	5,800,000	25,900,000	83
Spain.....	16,500,000		82
Italy.....	26,750,000	35,000	70

This table shows a good average of school attendance in such Catholic countries as Spain and Italy, when compared with Great Britain. But the figures, which would have been more to the point, are those showing the relative efficiency and illiteracy in these countries. Here are some figures, bearing on this point, taken from the same authority as Mr. Ewart's statistics, and which, we think, are a little more relevant to the subject. Spain is a country in which the population is practically entirely Catholic. Out of a total population of 16,000,000 there are only about 60,000 Protestants. It will be seen from the table quoted above that the school attendance in Spain per 1,000 persons is about the same as that of Great Britain. What is the result? In the same article from which Mr. Ewart's statistics are taken it is stated that in Spain 72 per cent could neither read nor write, and in another portion of the same authority it is stated that, in 1877, 75.52 per cent of the population could neither read nor write.

In the article from which Mr. Ewart obtained his statistics, the following passage occurs: "That the clergy do not readily acquiesce in the changes that diminish their influence is excusable, but at the same time their demands have occasioned the most lamentable obstruction to education." The reason why the writer in question did not quote this sentence may be readily inferred, and it may throw some light on his conclusion that statistics are unreliable. He seems to have introduced the above table, not because it has any bearing on the question under discussion, but simply with a desire, perhaps not unnatural, to distract attention from the very suggestive fact that the separate school advocates have not a vestige of historical or statistical fact to justify their contentions.

The same advocate, who is a professed Protestant, calls for the admission of the Catholic claims for special privileges, in the name of tolerance and liberty. Now, we have endeavored to show that the friend of tolerance and liberty must, if he fully understands the basis of the Catholic claims, oppose them, because they are founded on doctrines which recognize neither tolerance nor liberty. It may be objected that this is a mere philosophic argument, dependent entirely on theory or abstract deduction. Let us see whether practical experience justifies the deductions. Again, referring to the same authority, the *Encyclopaedia Britannica*, and still on the subject of education and religion in Spain, we find the following: "By the constitution of 1876 non-Catholics are permitted to exercise their own forms of worship, but they must do so in private, and without making any public announcement of their services." This is a specimen of the tolerance and consideration which is extended to "conscience" in the countries in which the Church of Rome is in power! It may be added that before 1876, even the private exercise of any religious worship other than that of the Church of Rome, was prohibited by law, was vigilantly ferreted out, and severely punished, at the instance of the clergy. It was only in the face of strenuous opposition on the part of the clergy that even the above measure of "liberty" was attained. Spain was the theatre for the display of the operations of the Inquisition, that admirable device for the propagation of liberty and tolerance, which the reverend editor of the Catholic "*Boston Pilot*" would like to see established in America at the present time.

Let us now turn briefly to Italy, that land of ancient splendors, the very footstool of the church, and possessing the most homogeneous Catholic population of any state in the world. Mr. Ewart's authority, regarding the state of education in Italy, says: "As late as the census of 1861 it was found that in a population of 21,777,331 there were no less than 16,999,701 (nearly 80 per cent) 'analphabetes' or persons absolutely destitute of instruction, absolutely unable to read. * * * While 59 per cent of the men married in 1866 were obliged to make their mark, 78 per cent of the women were in the same case. In the Basilicata (an Italian province with a population of over half a million) the illiterate class comprised 912 out of every 1,000 inhabitants." It is true that

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