

tical property sold by the Government. The personal wealth of many of the Liberal party, which is again attempting to persecute the Church, has its beginning in this confiscated property. Though the Concordat promised peace, the years following were again years of sad trial for the Church, and 1855 brought new and strenuous anti-Catholic legislation. From then on to 1868 we find the Church passing through the first stages of the period which was to have its climax in the terrible days of the atheistical Republican uprising, with its murders of priests and destruction or confiscation of churches and Catholic schools. From 1868 to 1875 Spain was in turn ruled by every conceivable form of government, all hostile to the Church. It was during this period of civil wars that educational work in Spain was practically destroyed. The Spanish historian, La Fuente, tells us that 'liberty of education was converted into the anarchy of ignorance.' It was fully 1880 before affairs were back in their normal state. What the Church's influence did during the twenty years following the days of trial the above quoted census of 1900 tells us; what the Liberal group, which is now planning persecution for the Church, failed to do is also vividly told in the same census.

The figures which we give may be verified in the volumes of the official Spanish census of 1900. The detailed census of 1910 has not yet been published. In our test we limit ourselves to those provinces which afford an incontrovertible basis for comparison. That the hundreds of convent and private ecclesiastical schools in the provinces of Madrid and Barcelona, and the labors of parish priests and zealous sodalities in these provinces were greatly responsible for the reduction of illiteracy to 22.25 per cent. and 39.68 per cent., respectively, for all over six years, is undeniable. The three provinces Alava, Guipúzcoa and Vizcaya compose the Basque country, which with Navarra forms the most fervently Catholic part of Spain. It is of interest to note that Canalejas was the representative of Alicante in the Cortes; 61.22 per cent. is found in this electorate.

#### Percentages of Illiterates Over Six Years of Age.

Provinces in which Catholic Church influence is strongest:

Alava	19.79	per cent.
Guipúzcoa	31.75	"
Viscaya	32.25	"
Navarra	30.10	"
Burgos	26.36	"
Santander	26.04	"
Segovia	28.18	"
Soria	32.42	"
Salamanca	36.43	"
Palencia	25.95	"

Average ... 28.93 per cent.

Provinces in which Liberal influence is strongest:

Jaén	65.79	per cent.
Murcia	62.91	"
Málaga	63.56	"
Granada	65.62	"
Alicante	61.22	"
Almería	64.27	"
Badajoz	60.77	"
Córdoba	60.29	"
Sevilla	50.43	"
Cádiz	51.90	"

Average ... 60.68 per cent.

Who is responsible for illiteracy in Spain? Certainly, not the Church.

We will now take another interesting view of the case. In the capitals of these same provinces where educational opportunities should abound, we may examine with profit what the Church and the Liberals may each claim for their respective influence. We present data from the same 1900 census of the percentage of illiterates between ten and twenty years of age or, in other words, of those born since 1880, when the Church was again able to use her religious teachers and thus exercise to a greater extent her influence in the capitals of these fervent provinces. The percentage of illiterates over twenty years of age, which we place in the second column, will show more clearly what effort was made to educate the young:

#### Capitals of Above Catholic Provinces.

Illiterates.	10 to 20 Years.	Over 20 Years.
Vitoria	8.73 per cent.	16.58 per cent.
San Sebastian	7.36	27.43
Bilbao	12.57	23.22
Pamplona	11.29	23.87
Burgos	14.16	22.18
Santander	15.02	26.54
Segovia	17.49	24.59
Soria	15.86	25.83
Salamanca	16.16	32.94
Palencia	21.15	29.32

Average ... 13.98 per cent. 25.25 per cent.

#### Capitals of Above Liberal Provinces.

Illiterates.	10 to 20 Years.	Over 20 Years.
Jaén	71.10 per cent.	57.69 per cent.
Murcia	70.63	65.53
Málaga	56.82	56.53
Granada	54.67	53.85
Alicante	52.12	53.41
Almería	64.14	61.79
Badajoz	50.49	53.51
Córdoba	52.49	49.07
Sevilla	36.03	40.57
Cádiz	28.05	35.76

Average ... 53.64 per cent. 52.77 per cent.

\* There are numerous convent schools in these two cities.

It is unnecessary to ask which influence, Catholic or Liberal, sent more children to school, and this long before the 'clerical' Conservatives had drawn up their compulsory school law. The full significance of our second deadly parallel is realised when we learn that in the Liberal stronghold, Jaén, this 71.10 per cent. represents 4,039 illiterate boys and girls between ten and twenty years of age, and this in a city of 26,434! In Pamplona, in staunchly Catholic Navarra, there were but 738 illiterates between ten and twenty years of age among a population of 28,886. The photographs sent to the American press of 'Pro-Canalejas Meetings,' with thousands crying: 'We want modern education,' if not borrowed snap-shots of former great Catholic meetings against Moret and lay schools, offer an amusing argument against the Radical Liberals of Spain. As meetings in defence of the Canalejas programme have assumed importance only in those provinces where Liberal ideas have been predominant for more than fifty years, and where the figures for illiteracy are appallingly high, it would seem that these followers of the Radical Liberals had just cause to cry for modern education, especially when they see what has been done in those provinces where the Church has not been hindered. That Madrid ministries are not responsible for the vigorous educational work done in these Catholic provinces is best shown by the fact that in the Catholic manifestation of October 2 we find in Navarra alone some 275 town councils assembled in Pamplona to protest against the Canalejas anti-Catholic programme, and its planned interference with the educational work of their province (see *America*, October 20).

To those familiar with secondary educational work in Spain the attempt of anti-Catholic correspondents to present the Radical Liberal group as the only defenders of solid educational methods comes as an amusing surprise. For ten years Spanish educators have been protesting against the Romanones plan of studies. By this plan of the actual Liberal President of the House of Deputies, and Canalejas' rival in anti-clericalism, solid secondary educational work has become an impossibility. The law of April 12, 1901, deprived the rising generation of all hope of a broad liberal training in Spanish secondary schools.

The teaching of Greek became an impossibility; Latin had been declared by the shallow editorial writers of *El Liberal* and *El Imparcial*, of Madrid, as 'a study for priests,' and was consequently relegated to an obscure place. Latin is now studied for two years. The solid philosophical courses for which the Spanish colleges were always famous are now impossible for schools following the Government's plan of studies. Government examinations in Government institutes now give a boy of fifteen or sixteen years a bachelor's degree for a six years' course as follows: 1st year (usual age of pupil, ten years): Spanish Grammar, General Geography, with special attention to Europe; General Study of Arithmetic and Geometry, Penmanship. 2nd year: Complete Arithmetic, Latin, Geography of Spain, Gymnastics. 3rd year: Geometry, Latin, History of Spain, French, Gymnastics. 4th year: Algebra and Trigonometry, Precepts of Literature, Universal History, French, Drawing. 5th year: Physics, History of Literature, Logic and Psychology, Physiology and Hygiene. 6th year: Chemistry, Ethics, Rudiments of Law, Natural History, Agriculture. It is against this enslavement of their schools that Catholic educators and writers are protesting. They demand higher standards for a bachelor's degree. They claim, and not without reason, that the Romanones educational law has destroyed all initiative in the colleges and institutes of the country; that it has saddled upon the schools a defective and badly-arranged compulsory plan of studies entirely out of harmony with the experience of the past and of requirement of a broad, liberal culture, so necessary for those who are to continue their studies in the Spanish or European Universities. Such is the secondary educational situation in Spain. With these facts before them the readers of *America* may judge for themselves who are the defenders of solid secondary educational work in the country. Certainly, it is not the men who drew up the law of April 12, 1901.

The Spanish educational review, *La Educación Hispano-Americana*, for February, in reviewing the Report of the Commission of Education, Vol. I., 1909, and Vol. II., 1910, expresses surprise at the meagre information supplied by Mr. Elmer Ellsworth Brown's official United States Government statistics in regard to education in Spain. After stating that in at least this case Spaniards are not to blame for the scanty information offered, the Review says:

"Sweet as Mountain Heather."—Scotchmen are connoisseurs in Tea. Cock o' the North is prime favorite.

"Fresh as the Shamrock."—The Sons of Erin are great consumers of Ceylon Hondai Lanka Tea; 1s 6d to 2s 2d.