

to give to our people the same facilities and advantages to fit themselves for the battle of life as are supplied elsewhere. We fully recognize the fact that, to keep pace with the progress of the age and to maintain our influence in the Canadian Confederation, it is necessary not only to extend and popularize education among all classes and elements of our population, but to give it a more practical direction, in order to better equip our youth for the parts they will have to play in the future and to make them more useful and better citizens. We believe that this can never be done merely by increasing the educational grants as proposed by our predecessors, which would involve simply a further waste of the public money. Without some important improvement in our school system in the methods of teaching, it would be altogether idle to look or hope for educational progress and improvement."

To the query whether he had any objection to satisfy public curiosity and to prepare the public mind in some measure for the changes contemplated, Mr. Marchand smiled and said:—

"I do not think that our scheme has been sufficiently elaborated yet to warrant a definite statement of its precise nature and scope before it has been fully worked out and decided upon. Of course we know in a general way what we want and what we propose to do to attain the great end in view, and I would be glad to give the press, which takes such an enlightened interest in the cause of popular education and the moral and material elevation of the masses, all the information possible for the public benefit. But, as there are some important points still unsettled, I consider that it would not be wise to make any official announcement just yet. You see our people are very sensitive on this subject of education and it is

therefore necessary to exercise caution and prudence in dealing with it. You remember the Italian proverb: "Qui va piano va sano." But you must not infer from this that there is any hesitation on our part to carry out our programme, that is to say, when it has been definitely settled. Do not fear—we shall 'get there' all the same. We know what the public expect from us and have a right to receive; but we also know that there are certain apprehensions to be dissipated, and we think that it is much better to endeavor to remove these at the start and to enlist in our patriotic work all the influences that can help it, than to allow false impressions, under hasty information, to array them against our policy of judicious reform. When this has been done, as I have good reason to hope that it will be at an early day, you can rest assured that we shall not keep an interested public long in the dark as to the precise nature and scope of our educational programme."

"Then, Mr. Premier," remarked the 'Witness' representative, "you are not prepared to state just yet what shape the proposed reorganization will take, whether, for instance, the head of the department will be a minister with portfolio, a commissioner with a seat in the council, or a member of the Council of Public Instruction?"

"To this question my reply," said the Premier, "must be that I am not at liberty yet to fully disclose our plans on this head. This must suffice for the present."

The conversation then branched off into a general discussion of the changes desirable in our present school systems when Mr. Marchand said that he wished it to be perfectly understood that he was opposed altogether to what had been termed godless schools. He believed in religious and moral training going hand in hand with secular education