issues to divert public attention from the educational problem. A hare-brained gentleman named Sandwell, who followed the sittings of the Quebec House for one month with the assistance of a pocket dictionary, and who studied the Quebec political conditions in musical treatises,—for he is a musical critic by training,—laid down that theory in Pidgin-English last spring in a Toronto magazine. ¶ Now, it will readily be seen that the educational question, in Quebec as elsewhere, is largely a money question. From top to bottom, from root to branch, educational progress in that province is hindered by lack of money. It is evident, therefore, that if you get five millions out of the public domains instead of one, you will facilitate the solution of the School question. ¶ That is the claim of the Nationalists. There may be Ultramontanes and Liberals, devout Catholics and, I suppose, a few Free Thinkers, among them, but here again they are Positivists first. They do not see the necessity of setting to work for fifty years to batter down a school system which, as a whole,—with such modifications as all public-spirited men can agree upon,—suits the tastes and the moral requirements of a great province, and, in the meantime, letting the robbers escape with the household furniture. ¶ It may be added, if the reader has not already noticed it, that, the Nationalist doctrine having been outlined for the men of good will and the progressive men of all creeds and nationalities, the School question in Quebec, outside of the Constitutional issue, is one that every individual race should be allowed to view through its own conscience. One may be a Catholic and do his best for the expansion of Catholicism. Another may be a Protestant and fight