

"It is an interesting question what will be the ultimate effect of education on working men as a class. There are many who even now depreciate universal education on the ground that while it is undoubtedly a blessing, its tendency is to make people in humble stations of life dissatisfied with their lot"—*N. Y. Tribune*.

Why "even now?" Surely the *Tribune* does not forget that there have not been wanting, ever since the doors of the public schools began to be thrown open to the masses, croakers, ready to whine about the danger of making the working people discontented with "the station in life assigned them by Providence." But the number of such fogies has been growing small by degrees and beautifully less, and is not at all likely to increase in the future. The intelligent, well educated working man ought to be, and we believe often is, one of the most contented people in existence, provided he gets enough of his earnings to procure him and his the necessities and comforts of a frugal life, and to open for him the channels to the higher sources of pleasure to be found in books. "Universal Education" may never make the labourer content to be deprived of a fair share of the fruits of his labour, and it would be no argument in its favour if it should do so.

As intimated last week we give in this issue the first of a series of some five or six story lessons from the "Quincy Methods." These will convey to our readers a clearer notion of the methods than any description. Whatever be its value, no teacher can afford to remain in ignorance of any book or system which may impart new and useful ideas in relation to the work of the profession. There is, doubtless, much sound philosophy and some sound philanthropy too, in the methods. To what extent the true in them is not new, or the new not true, we do not just now attempt to decide, though we may hereafter have something to say about the new education. We may add, for the advantage of all teachers who wish to know more of the subject, that Selby & Co., of this city have published a series of Kindergarten tracts for free distribution. Copies of these tracts, they request us to say, will be sent to any teacher or other person interested in the "New Education," who will send them his name and address. The address of the firm after May 1st, will be 28 Wellington street east.

The new Astronomical Observatory of the University of Virginia, which is to be opened this week, ought to be a well appointed one. Mr. William H. Vanderbilt, of New York, has given \$64,000 towards it; Mr. McCormick, of Chicago, \$25,000; and the Alumni of the University, \$50,000, besides we know not what other contributions. The Observatory is under the charge of Professor Ormond Stone.

The *Standard* takes the *Chicago Current* to task for using the word *bran-new* instead of *brand-new*. The *Current* defends itself on the ground that philologists have not been able to agree upon the literal significance of *brand-new*, and that no person can pronounce it during the time usually allotted to these two syllables in a running speech. It says further that to attempt to do so would be eccentric or pedantic. "*Bran-new*

appears in conspicuous types in Webster, Worcester, and Cassell's great dictionaries. In the Stormonth work, *bran-new* holds a place by itself, while *brand new* appears in the middle of a paragraph as a variation in the uses of the principal word "*brand*."

### CLASS LEGISLATION.

One of the most objectionable bits of tinkering done to the School Act during the recent session was the clause added by the Minister of Education to provide that in cities, towns and incorporated villages the Separate School Boards should have the nomination of one member of the High School Boards. The contention that such special legislation was necessary in order to secure our Roman Catholic fellow-citizens their just influence in High School management is, in itself, a charge of bigotry against the rest of the community. We are glad to know that such a charge could not be sustained. The allegation made in its support that, as a matter of fact, Catholics were never appointed under the present system was, it is gratifying to learn, promptly refuted. A number of Boards are found to have Catholic members as was to be expected in mixed communities. Thus it appears that there was really nothing to justify such a departure from sound political principles. Were it otherwise, the expedient would avail little. If the Protestant majorities were bigoted and factions enough to allow themselves to be influenced by sectarian considerations, it is hard to see how the rights of the minority could be secured by a single representative on the Boards.

So far as we are aware no evidence was submitted to show that the Catholics asked any such special recognition. The clause is extremely objectionable in kind. It introduces a species of class legislation which it is specially desirable to avoid. As a writer in one of the dailies has pointed out, the Orangemen, or any other large class of our citizens have just the same right to be specially legislated for. The qualifications for the trusteeship of the High Schools should be intellectual and moral ones. To introduce a sectarian condition is to establish a dangerous precedent, to turn back the wheels of progress and to do violence to sound principles of legislation.

### LADIES' COLLEGES AND SPECIALIZED COLLEGES.

With much of Mr. Houston's letter in another column we heartily agree. In throwing open both lectures and examinations to women, the University has but risen above an old and narrow prejudice, and done an act of simple justice. In establishing local examinations in groups of subjects, and awarding certificates for proficiency in those subjects, it is also putting itself more nearly abreast of the progressive institutions of the day. As Mr. Houston well knows not only have both these movements our warm approval, but we were at least among the first to suggest and petition for the scheme of local examinations for women, which is now being so wisely and happily enlarged.

It is at the same time none the less true that McGill has the honor of being the first institution in Canada to provide com-