

A CORRESPONDENT, in the Contributors' Department of the present issue, rather trenchantly comments upon some portion of the article on "The Teacher out of the School Room," which appeared in the number for May-June last. While we are in hearty sympathy with our correspondent in his desire to see the profession manifest a more manly and independent spirit in their contact with parents, we think that he hardly does the writer of the article justice in the criticism he passes upon it. The writer, it seems to us, though he perhaps lays himself open to misconception, is endeavouring to set before the teacher the advantages of a *bonhomie* manner over that which induces friction and combativeness, and suggests the exercise of a little of the art of a man-of-the-world in contact with his fellows, which without trenching upon principle delights every one within reach of its influence. His counsel to avoid controversy and to refrain from discussing politics except with a man holding the same opinions as himself is, doubtless, open to a construction against which the writer has perhaps not sufficiently guarded himself. But the unprofitableness of political controversy needs hardly to be dwelt upon, and the teacher, as a rule, will unquestionably do well to abstain from it. In this, as in other subjects where difference of opinion exists, it is largely a question of the *via media*. Much will be gained by the exercise of the judicial faculty, and the teacher's strength will always be found in taking, if not a neutral, then a strictly impartial, side in all discussions into which he may be led.

OUR readers who have been looking for a really good class-book in English history will, we incline to think, say that they have at last got one in Sanderson's "History of the British Empire," just published by Messrs. Blackie & Son, of London, and for sale by the Messrs. Campbell, of Toronto. We were fortunate enough to take the little work up and examine it the other day, and were much struck by its spirited narration of the facts

in English history, and its clear, lucid and compact style. Teachers will not do amiss to look at the work. While referring to English history text-books, we may at the same time direct the attention of our readers to another admirable "Outline" of the subject, recently published by Messrs. Longman & Co., from the pen of Dr. S. R. Gardiner, Professor of Modern History at King's College, London. This little work is freshly and vividly written, and evidently comes from the hand of a master of the subject.

A WORTHY EXAMPLE.—A member of the corporation of Dundee, Scotland, Bailie Harris, with commendable liberality and public spirit recently presented the munificent sum of \$100,000 to the High School of the town, with the object of aiding higher education. The same gentleman donated a further sum of \$50,000 to the School Board, to be expended in providing a secondary school for the growing wants of the community. To what nobler objects can a citizen devote his means? The example is worthy of being followed by some of our Canadian men of wealth. May this paragraph furnish the needed incentive!

FROM want of space we have been obliged to defer notice of the opening of the Sessions of the various Universities in our midst, many of the proceedings at which we should have liked in the present number to have commented upon. We can only meantime acknowledge receipt of the Calendar for 1881-2 of University College, Toronto; that of the Toronto School of Practical Science; and the syllabus of lectures to be delivered at McGill Medical School, Montreal.

CORRIGENDUM.—By inadvertence, a correction of the press led to the substitution of the enigmatical letters *abb* for the words *the verb*, in line 14 from the bottom of page 371, occurring in Principal Robinson's instructive and entertaining article on the "Revised Webster." Our readers will please make the correction.