

NEW SCHOOL BOOKS.

How to Parse, E. A. Abbott, \$1.05. This is the work promised in *How to Tell the Parts of Speech*. It worthy of Mr. Abbott's other works, it will deserve a place on every teacher's book-shelf.

Algebra. Part II., by E. J. Gross, \$2.55. This is intended to be a 'sequel' to Mr. Hamblin Smith's *Algebra*. It seems to be a very good work. Several of the modern methods and their consequent simplification of proofs appear in it.

A Short History of the English People, by J. R. Green, \$2.55. (pp. 847, crown 8vo.) The book is really far larger than the number of its pages and the fold of the sheet would lead us to expect. Its reception may be indicated by the follow-

ing sentence from the *Educational Times*; "Let us say at once, that the book before us is the most precious contribution to English history that has been made for a very long time." Mr. Green's chief fault is too strong a leaning to the side of 'the people' in early times. Considering the complexion of most of our school-histories, this would be no fault, but would merely furnish a much needed antidote to the tendency of their teachings, were it not that it has coloured Mr. Green's view of his sources of information in early times. Note his judgment of Clarendon's History, on page 518. Contrast it with that of Bishop Hurd, or even with Mr. Green's opinions expressed further on.

EDITOR'S DRAWER.

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—When you change your Post Office, or return a copy refused, ALWAYS GIVE THE NAME OF THE POST OFFICE, AT WHICH YOU HAVE BEEN RECEIVING THE "TEACHER," and save us a great deal of trouble.

BOOKS WANTED TO PURCHASE. — Peacock's *Algebra* Vol. II.; Warren's *Geometrical Representation of the Square Roots of Negative Unity*; Ohm's *Spirit of Mathematical Analysis*; DeMorgan's *Formal Logic*. Ad. "ONTARIO TEACHER" Office.

BUTLER'S GRAMMAR—A correspondent wants to know how he can procure Butler's Grammar, a review of which appeared in our last issue. It is published and sold by John P. Morton & Co., Louisville, Kentucky, at \$1.00, and they offer to send specimen copies at one-half the retail price.

PRAYER

We have received the following communication in reply to some remarks by Mr. Ireland in a recent issue:—

To the Editor of the Ontario Teacher:

SIR.—Allow me to make a few remarks bearing on two articles on Prayer in School, which have appeared in the TEACHER, (May 1874 and January 1875). I should be as adverse as the writer to the use of the best form of prayer without reflection—or without some desire for the blessings sought, or with conscious ill-will to a fellow creature:—but let us look at the matter in this light. Here are some 50 boys and girls or more, entrusted to one's care for six hours of five days of the week. Should they be denied the benefit of uniting in prayer for blessings

they need in common—such as patience in study, strength to resist solicitations to do wrong—patience under provocation—ability to adhere strictly to truth, and to attend to all known and assigned duties. But, we find a Teacher coming into a school, knowing beforehand that prayer is in accordance with its regulations, if not enjoined by them; and it may be, that up to the time of his employment the scholars have been accustomed to it, and that its influence on the school or on some of the scholars anyway, has been good. He doesn't feel at home in the duty, if we may call it so—although to some it would be a privilege, and consequently shirks it. Still, let such a teacher consider whether if the change be not injurious to all, it will not certainly be to some, the All-Seeing One formerly looked to—now kept habitually out of sight, misdemeanors probably multiplying as a natural result. Has he nothing to answer for? And might it not be well for a teacher before assuming the charge of a school, to reflect whether he ought to do so, and yet, as the head of the school family to ignore the existence of any wants but such as can be met by merely human aid—whether he does not defraud his scholars of a help and a powerful one, to do right, and whether in doing so he will not himself be a sufferer with them, in consequence of such an error? Perhaps, such reflections might lead teachers to cultivate a spirit of prayer, and so not to be wholly out of right frame of mind for engaging in it, at any hour of the day or night; but by the Divine teaching always prepared in some manner to do so, acceptably and profitably.

Yours truly,

AN INSPECTOR.