

coding paper. As will be seen on a perusal of them, they vary considerably in their treatment of the subject.

Angus' Handbook of the English Tongue, p. 246.  
Flomings' Analysis of the English Language, p. 34.

Fowler's English Language, p. 527.  
Abbott's How to Parse, chap. v., p. 88.

The Authorized Grammar, par. 100, par. 181, syntax rule viii.

They give, among many others, the following examples:—

They made Cromwell *Protector*.

Tell him to wait.

He taught *them* logic.

I have given him every indulgence.

At Rome it was deemed a *crime* to *despair* of the republic.

The lake of Genesaret measures eight miles across.

{ Nine times the space that measures night and day

{ To mortal men, he—lay vanquished.—Milton.

{ Did I request thee, Maker, from my clay

{ To mould me man?—Milton.

The book is worth a dollar.

The father allowed his son two hundred pounds a year.

I envy her her good health.

Three questions were asked me by the examiners.

He has fought a good fight.

He struck him a severe blow.

The poet told them a story.

I call a miser a poor man.

### The Teachers' Library.

AN ESSAY DELIVERED BY MR. C. H. ASHDOWN BEFORE THE NORTH ESSEX TEACHERS' INSTITUTE, OCT. 19th, 1876.

Mr. Chairman, Ladies and Gentlemen,—I have great respect for a book. As I look upon it, I can but think of the hopes and fears which alternately awayed the mind of the writer as word by word his busy fingers planted the product of his still more busy brain upon its pages.

Perhaps it is a history, and if so, every line tells me of years of preparatory study amid the tombs of bygone ages, unearthed from musty hiding places in the old manor-house, the half-ruined abbey and the ancient crypt—tells me of work begun when youth's blood was hot and youth's hopes were high—of work ended when the buffetings of three score years have bleached the once brown locks, and graven deep lines of care and thought upon the once smoothly handsome face. Or it may be the ideal off spring of a prolific fancy, told with such power in either poetry or prose that as I read, I find the incidents interweaving themselves with my daily life. Or it may be the record of Arctic or Asiatic explorer, and as I turn page by page, I can realize something of the joy or disappointment of the traveller as success or disaster attends his path. And again, as I look upon a book I can but remember the many industries—represents—the paper mill, the tannery, the loom, the type foundry, the machine shop, and the printing office—have all taken part in the make up of the book before me.

I repeat, I have a great respect for a book. And this evening, in taking as the subject of my essay,

'The Teachers' Library,' I set out with the assumption that every teacher in this Association is a lover of books; a lover of books for their own sake, not merely as the tools of trade with which to accomplish a certain amount of work for a certain amount of pay; but a lover of books because books are knowledge, and knowledge is more than power, it is mental wealth—peace, enjoyment.

Nay, I further assume that it is this friendship for books, this thirst for knowledge combined with adaptability to impart to others, that have been the leader by which every teacher has been drawn into the ranks of the profession. For although I can understand how occasionally some one without any liking for literature may resort to teaching as a stop-gap, a forlorn hope between bread and starvation, I can not conceive how such a one can ever be a good and successful teacher. Of course, the first requisite in a teacher's library will be his text-books—never borrow a text-book. Remember that the very book you borrow to-day, may be wanted by the lender to-morrow. Get text-books for yourselves, and when you have got them, keep them. Keep them carefully, treat them kindly, for although at first they may be somewhat ostentatious in their newness, and in their stiff-backness may look you in the face with an "I-know-more-than-you" leer from their rustling pages, the time will come, if you are but a careful student, when you will have mastered their secrets, when, abounding in foot-notes and formula, queer jottings and caricatures of clever but eccentric professors, your text-books, with their limp leaves and ragged coats, will be amongst the dearest of your library friends, around whom will cluster the happy, hopeful associations of that time that comes to each of us but once,—the time of early man and womanhood.

And in this department of your library do not forget a place for some works upon the science of teaching, and see to it that your manual of School Law is always within reach. One of the questions put to us from time to time by the Inspector is, "What books have you read upon your profession during the last year?" and our inspector tells me that as a body we do not attach sufficient importance to this question, that the answer is too often misty and evasive, and that, unfortunately, not a few of the applicants at the last sitting of the Board were unsuccessful because they failed in their papers upon School Law and School Organization.

As teachers, we must bear in mind that whatever may be our natural ability, both to acquire knowledge and impart it to others, that which we do *most* of ourselves we are sure to do *better*, after becoming familiar with the methods of those who have made "*How to teach*," the study of their lives. As teachers, we must not fall into the popular error that when we have attained a certain degree of proficiency in the studies prescribed by the Council of Public Instruction, that our education is finished. My fellow-teachers, let us at once and for ever disabuse our minds of any such fallacy. Our education is not finished, it is but just begun, upon the foundation of which our certificates of different grades as the guarantee it is for each of us to rear up for him and herself a literary substructure, whose coping-stone shall be laid only when the shadowy silence shall have fallen upon the builder. No matter how much we know ought to know more. This may be an age of money-getting, but it is also an age of intelligence, and the teacher of to-day is expected to possess a