

appeal to the mind that have been adopted by speakers and writers.

Thorough and comprehensive works of this kind are Professor Bain's three volumes, and Professor Sherman's "Analytics of Literature." For young teachers as beginners in the study there is nothing to equal the essay by Edgar Allan Poe, entitled "The Philosophy of Composition," and that by Herbert Spencer, entitled "The Philosophy of Style."

In addition to matters of technique, the teacher needs some knowledge of the history of literature and of the biographies of literary men. This will add a new interest to his work by enabling him to appreciate and explain the conditions that influence the production and character of literature.

It is evident that the ordinary course of study in our high schools or colleges, is not a sufficient preparation for the teaching of literature, nor is the passing of examinations, even examinations for so-called specialist standing, a guarantee of fitness for that service. Especially is this true of recent years, while the glorification of examinations of the mad rush for certificates has in many schools precluded the possibility of proper literary culture.

The teacher of literature must, in a sense, take all knowledge to be his province—knowledge both of the objects and phenomena of nature and of the works and ways of his fellow men. This knowledge he may gain for the most part by reading, but the ideas and feelings thereby acquired need to be verified and vitalized by observation and reflection.

"Reading," says the philosopher Bacon, "makes a full man," and the teacher of literature should be an industrious reader. It is to be feared that there is need for improve-

ment here. Too many teachers are neither subscribers to libraries nor buyers of books. They are too easily content with knowing, but little good literature outside their text-books. They read little but the newspapers, and sometimes only the lightest and most trivial section of these—the local gossip, chit-chat and the like. A thin diet, truly, and it is no wonder that such teachers suffer from intellectual and æsthetic starvation.

Not that the newspapers are to be slighted. By no means. The teacher who looks for it will find in the newspapers, besides a vast deal of valuable information, some of the best literature of our own or any other age. This he cannot do better than clip out and use for his own education and that of his pupils. A teacher cannot have a more valuable book than one made of such clippings, wisely selected. Look at this noble, soul-stirring poem from a recent daily paper. It was written by Charlotte Perkins Stetson, the prophetess of social reform:

A man must live. We justify
Low shift and trick to treason high—
A little vote for a little gold
To a whole Senate bought or sold—
With this self-evident reply,
A man must live !

But is it so? Pray tell us why
Life at such cost you have to buy?
In what religion were you told
A man must live !

There are times when a man must die !
Imagine, for a battle cry;
From soldiers, with a sword to hold,
From soldiers, with the flag unrolled,
This coward's whine, this liar's lie—
A man must live !

As the teacher of literature more than any other is required to put himself unto his teaching, such verses as these may do much for him as a teacher since they can do very much for him as man. For one