

that he has mastered from day to day will have become a motive power that he can apply to everything he does, and that will enable him to make the best use of the opportunities that may afterwards be thrown in his way.

Teachers of little experience may not know just how to prepare themselves to do this kind of work. The presumption is that they are willing to make the effort. An outline of how it may be done will, therefore, be suggestive.

The remarkable deficiency of the majority of young teachers, especially those who have charge of village and country schools, is in literature. A deficiency of knowledge in literature means a deficiency of knowledge in English. It also means a dislike to teaching reading, on the part of the teacher. A fair knowledge of a few of our great writers will always result in making the teaching of English a delightful task instead of mere drudgery. A knowledge of literature, picked up as a knowledge of reading has been, will be of little benefit. The non-essentials will again take all the attention and require nearly all the work that is done. As, in grammar, the question whether a phrase is an adjectival or adverbial element may conceal the fact whether the sentence is in good English or not; so, in literature, a dispute about some biographical statement may shut out everything the author has written.

Two methods of teaching English literature are followed. The older method, which consists in using a manual made up of brief historical outlines, brief biographies, and brief selections, has been in use since 1846. The more recent method, which consists in teaching the individual works of authors without regard to the historical development of the language, has been growing more and more popular since its adoption, in spite of the fact that it fails to give the proper surroundings to a literary period.

The great and insuperable defect of the manual method is that it instructs pupil and teacher *about* literature and not *in* literature. The biographies, of which the manual is mainly composed, represent one of the weakest departments of literature. Biography stands on the same level as Travels. It is true that Biography today occupies a higher position than it ever did before, because the critical faculty has been largely drawn upon to give it character and dignity; but the student needs to become familiar with those departments, especially, which illustrate the creative