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William Macpherson

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by

WILLIAM MACPHERSON, M.A.
London Day Training College, University of London

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PREFACE TO THE SECOND EDITION

THESE chapters are written primarily from a teacher's point of view. Their purpose is to describe and illustrate methods of study that follow naturally from the logical and psychological principles on which the teaching of English Literature should be based. The book is written with special reference to the requirements of pupils in Secondary and Continuation Schools; but since most of the principles and many of the methods described are capable of being applied, in their essence, to the teaching of English Literature at all stages it is hoped that the book will be of interest to teachers of every grade. No attempt has been made to deal with the study of English as a whole: principles and methods are described in their application only to the reading of authors. From an immediately practical standpoint, my chief aim has been to show how English Literature, as it appears in the work of the best writers, may be effectively studied and rightly appreciated. This is a theme of wide interest, and I trust that the book will prove helpful not only to teachers, but to readers generally who seek guidance in the study of English Literature.

In this edition the number of pages contained in the first edition has been more than doubled, a large amount of new subject-matter having been added. Chapters VII to XI are new, and some emendations and additions

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have been made in Chapters I to VI, which originally constituted the entire text of the book. The subjects treated in the new chapters are "The Study of Narrative Poetry," "The Study of Speeches," "The Descriptive Touch and Imagery in the Teaching of Literature," "Reading Aloud and Literary Appreciation," and "Suggestions for a Course of Study, with special reference to Advanced Courses."

My thanks are due to the Editor of *The Journal of Education*, who has kindly permitted me to make use of the following articles contributed by me to his columns: "The Psychologic Basis of Literary Study in Schools"; "The Place of Lyric Poetry in the Teaching of English Literature"; "The Descriptive Touch and Imagery in the Teaching of Literature"; "The Logic and Rhetoric of Speeches." I have also to thank Sir Henry Newbolt for permission to reproduce his poem, "He Fell Among Thieves," and Messrs Cassell & Co. for permission to quote passages from Stevenson's *The Black Arrow*.

W. M.

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