

# **THE TEACHING OF ENGLISH**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649118380

The teaching of English by A. E. Roberts & A. Barter

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**A. E. ROBERTS & A. BARTER**

**THE TEACHING  
OF ENGLISH**



*Blackie's Library of Pedagogics*



**The Teaching of English**

## Blackie's Library of Pedagogics

- Education and National Life.** By HENRY DYER, C.E., M.A., D.Sc., LL.D. 15. net.
- Education and Industrial Training for Boys and Girls.** By HENRY DYER, C.E., M.A., D.Sc., LL.D. 17. net.
- The Association of History and Geography.** By A. J. BERRY, M.A. 15. 6d. net.
- Johann Friedrich Herbart. A Study in Pedagogics.** By A. M. WILLIAMS, M.A. 15. net.
- The Minor Educational Writings of Jean Jacques Rousseau.** Selected and Translated by WILLIAM BOYD, M.A., B.Sc., D.Phil. 15. 6d. net.
- Simple Lessons in Nature Study.** By JOHN O'NEILL. 15. net.
- The Teaching of Geography.** By Prof. L. W. LYDE, M.A. 12. net.
- The Teaching of English.** By A. E. ROBERTS, M.A., and A. BARTER, L.L.A. 25. 6d. net.
- Colour-Sense Training and Colour Using.** By E. J. TAYLOR, Head Council School, Batup. With Colour Plates. 15. 6d. net.
- Health in the School.** By J. S. C. ELKINGTON, M.D., D.P.H., Head of the Department of Public Health in Tasmania. 22. net.
- The Teaching of Latin.** By W. H. S. JONES, M.A. 15. net.
- The Teaching of Modern Languages.** By CLOUDSLEY BRERETON, M.A., L. ÈS L. 15. net.
- The Teaching of Grammar. ENGLISH AND ELEMENTARY LATIN.** By L. W. WILSON, M.A. 15. net.
- Educational Essays.** By JOHN DEWEY, Head Professor of Philosophy in the Columbia University, New York. Edited by Professor J. J. FINDLAY. 15. 6d. net.
- The School and the Child.** Selections from the essays of Prof. JOHN DEWEY. Edited by Prof. J. J. FINDLAY. 15. net.
- The Education of Girls in Switzerland and Bavaria.** By I. L. RHYS, Headmistress, Liverpool High School. 15. net.
- The Teacher's Rabelais.** Prepared by GERALDINE HODGSON, D.Litt., Lecturer in Education in the University of Bristol. 17. net.
- Natural Elocution in Speech and Song.** By M'HARDY FLINT, Professor of Elocution, Maynooth College. 15. net.
- Reynolds's Discourses on Art.** A Selection, edited by Professor J. J. FINDLAY, M.A., Manchester. *With Frontispiece.* 25. net.

# The Teaching of English

BY

A. E. ROBERTS, M.A.

Principal Lecturer in English at the Islington Day Training College

AND

A. BARTER, L.L.A.

Late Head-Mistress of the Braintree Pupil-Teacher School

BLACKIE AND SON LIMITED

50 OLD BAILEY LONDON  
GLASGOW AND BOMBAY

LB1576

RG

*First printed February, 1908*

*Reprinted September, 1908; 1909; 1911*

*1913*

TO THE  
LIBRARY  
OF THE  
CONGRESS



"We must all receive and learn both from those who were before us and from those who are with us. Even the greatest genius would not go far if he tried to owe everything to his own internal self."—*Goethe*.

"That learning which thou gettest by thine own observation and experience is far beyond that which thou gettest by precept."—*Thomas à Kempis*.

"Books we know  
Are a substantial world, both pure and good;  
Round these, with tendrils strong as flesh and blood,  
Our pastime and our happiness will grow."

—*Wordsworth*.

"Books still accomplish miracles; they persuade men."—*Thomas Carlyle*.

"The genius of philosophy pierces everywhere, and on whatever it rests, like the sun it discovers what lay concealed, or matures what it found imperfect."—*Isaac Disraeli*.

## PREFATORY NOTE

---

No apology is needed for bringing out a book on the teaching of English. Much pioneer work lies before the English teacher, and the present book is an attempt to suggest some of the lines along which he may proceed. No space has been devoted to the teaching of reading and writing as mechanical processes, since these subjects have been frequently treated of in books on school method. The emphasis has been laid on the teaching of literature and of composition. It has not been thought advisable to treat the subjects separately for elementary and secondary teachers. The conditions no doubt differ, but the teacher will be able to adapt himself to his circumstances. It is sometimes urged—and perhaps rightly—that too much machinery in teaching English literature is fraught with danger, but on the other hand we must remember that an entire absence of method, though it may succeed in the case of an inspired teacher, will assuredly fail more often than it succeeds with the average teacher. It is our purpose to put forward certain suggestions which will, it is hoped,

prove of value; not to formulate any hard-and-fast rules.

In literature, it has been well said by Professor Raleigh, there should be no orthodoxy, and no autocrat with a cut-and-dried doctrine which all must obey. The teacher can, however, sometimes help the child to get straight to the heart of the author being studied, by removing all obstacles that stand between him and the author. We cannot, on the other hand, agree with Professor Mac-kail's statement that literature, being the interpretation of life, teaches and therefore cannot be taught, if by that he means the artistic perception of the beauties and intellectual enjoyment of the best literature. It is within the experience of most teachers that a love of literature has been inspired where it did not exist before, and has been developed where it existed previously only in embryo. The teacher's enthusiastic love of a subject is always contagious, of that there can be no doubt; but, nevertheless, every practical teacher knows that a faulty method will retard and a sound method hasten the development of whatever germs of liking for a subject the child possesses. The importance of the method employed in teaching is therefore very great. We are not asserting that there is only one way of teaching English or any other subject. In one sense the ways are as numerous as the teachers to whose personalities they owe their virtues; in another there are only two, the right