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It is possible for students to obtain advanced degrees in English while knowing little or nothing about traditional scholarly methods. The consequences of this neglect of traditional scholarship are particularly unfortunate for the ( 5 ) study of women writers. If the canon-the list of authors whose works are most widely taught-is ever to include more women , scholars must be well trained in historical scholarship and textual editing. Scholars who do not know how to read early manuscripts , locate rare books , establish ( 10 ) a sequence of editions , and so on are bereft of crucial tools for revising the canon. To address such concerns , an experimental version of the traditional scholarly methods course was designed to raise students consciousness about the usefulness of ( 15 ) traditional learning for any modern critic or theorist. To minimize the artificial aspects of the conventional course , the usual procedure of assigning a large number of small problems drawn from the entire range of historical periods was abandoned , though this procedure has the obvious ( 20 ) advantage of at least superficially familiarizing students with a wide range of reference sources. Instead students were engaged in a collective effort to do original work on a neglected eighteenth-century writer , Elizabeth Griffith , to give them an authentic experience of literary scholarship

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