

There is a high sense in which every conscientious teacher must have his own method and insist upon its application; the personality of the teacher being, after all, the most important factor in his relation to the student. One of these open questions relates to the place of formal rhetoric in an English course, as distinct from English composition or applied rhetoric. Some give it a place of prominence. Others, more wisely we believe, hold it strictly subordinate. A second question pertains to English philology. How minute shall the method be? Shall the English language be mainly taught in its separate character as language, as a study of structure, of roots and forms; or taught, as the agent of expression, the medium of English literature, and mainly as a medium, so as to make the literature all the more emphatic? The place to be given to literary history and literary criticism, and, above all, to the actual reading and study of authors, the time of its introduction into the college course, and the space to be assigned it; whether the instruction shall be minute or philosophic, by lectures or text-book, or both—these are among the mooted problems of the classroom that each professor must solve for himself. Another question pertains to the limit of specialization in English. Can it not be made extreme? Is it wise to conduct a body of students through a half year's course in the poetry of Pope, or the theory of criticism, or the art of versi-

fication, or the plays of John Dryden, or the monologues of Browning? Is not education in America in serious danger in all departments, in this dominant tendency toward specialization?

In closing, two suggestions of moment engage me. The one pertains to the relation of English to classical studies, and insists that this relation be amicable and mutually helpful. The indebtedness of our vocabulary to the Latin is so great, and our literary indebtedness to the Greek so great, and so much of the exercise of translating classics into English ministers directly to the interests of the vernacular, that to decry such study is self-destructive. The other suggestion pertains to the absolute necessity of preserving the literary spirit, and the English literary spirit, in our so-called literary institutions. We are told, and justly so, that this spirit is declining and is in present peril of a still more prominent declension. Above this or that English study, linguistic or literary; above this or that method of study, technical or constructive; above any of the personal preferences of professors, or any of the more general policies of our higher institutions, these centres of liberal learning should be pervaded by a pure and vigorous literary presence and impulse, making the college the home of English culture, and inspiring all who frequent it with an ever-growing love for English letters.—*The Educational Review*.

PARENTAL ENDURANCE.

A QUESTION whether children's manners have declined has been raised in the English press, and has led to a good deal of discussion pro and con. The result of it seems to be either that they have declined, or

else that something has occurred which makes it seem as if they had declined. Of the two theories, the first is by far the simplest and easiest of belief. The second, however, has found an advocate in the