

thorough preparation as to make the reading of them easy, pleasant and rapid, and to render possible, within the limits of a college course, that wide and familiar acquaintance with classic literature everywhere manifest in the writings of old world scholars. We believe the result would be much more satisfactory if longer time were given in our High Schools to the reading and study of easy selections (say in the course for the Primary Examination), so that the pupil might become perfectly familiar with the ordinary prose constructions, and acquire a good vocabulary of common words and idioms, before being asked to grapple with the polished style of Cicero or Xenophon, not to speak of Horace or Homer, which should never be taken up in High Schools at all. We do not consider Bradley's Arnold's Prose Composition a good book for High School work, because it is a cumbersome book, and does not promote the end we have in view. It attempts altogether too much for the average pupil, crowds idiom after idiom upon his attention, without giving sufficient exercise in their proper use to enable him to grasp their meaning and fix them in his memory. The High School French and German Grammars, on the other hand, giving fewer idioms, but more copious exercises in the use of common words and phrases, are well adapted to familiarize the pupil with the language of everyday life, and we see no reason why the best results should not follow an intelligent use of these books and the methods they represent. Of course teachers and pupils must take ample time to go over these exercises and even many others, fully and thoroughly. No method, not even the most "natural," will do much for the pupil without patient and long continued exercise.

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At a meeting of the American Society of Church History (1890), Rev. Henry M. McCracken, D.D., LL.D., Chancellor of the University of New York, read a paper on "The Place of Church History in the College Course of Study." The article received the enthusiastic endorsement of the Society, and it was voted that copies be sent to the authorities of the universities and colleges throughout the United States, accompanied by a request that the matter of giving to Church History the place in the ordinary college curriculum, claimed for it by the writer of the paper, be taken into earnest consideration. A few disconnected sentences will give some idea of Dr. McCracken's position, but will not convey an adequate impression of the cogency of the argument of the article as a whole: "No man can be said to be trained in history and philosophy who has no thorough knowledge of the organization that grew