

Church of Rome, with its compact and magnificent visible strength, appeals to our imagination, and by its apparent solidarity seems to render the opposing force of American Protestantism broken and irresolute. How insignificant, how jealous of each other, how incapable of union, appear our separate bodies of Methodists, Congregationalists, Baptists, Presbyterians, Episcopalians! We cannot so misinterpret the issue. The opposition to this great hierarchy is not in any one of these churches or societies, nor in all of them combined.

The true opposition is to be found in Christianity itself, in that larger, fuller conception of the life of God in the world which is only feebly expressed by our separate churches. The thought of Romanism is that God is manifest only in and through the Roman Catholic Church; and just so far as our Protestant churches faintly echo that same notion, and say, Lo, He is here, and only here, do they stand in the same category as against the eternal idea which was manifest to the world in the Christ.—*Horace E. Scudder, in June Atlantic.*

## INSTRUCTION IN HISTORY.

PROFESSIONAL educators in this generation are probably not disposed to underrate the importance of the study of history. It has felt the potent impulse of that educational renaissance in which we rejoice to live. History has demonstrated that it is a "practical" study, and on that utilitarian test hang all the law and the prophets. History wins recognition as a preliminary discipline for the duties of citizenship, and with that end in view it makes its way into all secondary schools, either in its own name as a preparation for the university, or masquerading under the title "Civil Government," as a direct training for the polls. It is a pleasure to think of the improvement that modern pedagogical science has introduced into class-room work in history, in schools above the grammar grade. In the first place, many teachers, especially those who are college graduates, are deeply interested in this subject, at least so far as it relates to the growth of parties and to the elucidation of current politics. Where in the former generation there was here and there only one thoughtful scholar who

found in history a basis for general culture, there are now a score of masters with a very considerable, special, individual equipment for teaching in this field of knowledge. Secondly, the universal application of the object method of study has benefited history together with its sister studies. Among secondary schools the old fashioned *memoriter* repetition of pages of text-book matter is discouraged. School libraries afford a little historical laboratory and some materials for exciting discussion. Wherever a free public library exists the teachers can, if they will, make it a most efficient auxiliary to the exercises of the class-room. In such a neighbourhood the teacher of history ought to have no excuse for rejecting the topical method of historical study.

In the third place the text-books in history have undergone, and are still undergoing, vast modification for the better. They are provided with good maps and sometimes with instructive illustrations. Some of them are written by competent persons who have a wide knowledge of their subject and