

ment about the school idea in Christianity; concerning Jesus the world teacher; the twelve Apostles as teachers; Paul and other teachers; the bishops as teachers." Part II considers the classes of modern teachers—parents in the home, the Sunday-school teacher, the pastor, the day-school teachers in elementary schools, high schools, colleges, universities and theological seminaries. "In Part III we set forth the specific functions of Christian teachers. They are to teach the world religious and ethical truth and thus bring men to know God in Jesus Christ. They are to direct in the world's religious thinking; lead the young to Christ as Saviour and Lord; train Christians in the art of living the Christ-life of service and sacrifice; to ameliorate the conditions of modern society; yea, to evangelize the whole world."

The discussion is sane, virile and practical.

JOHN R. SAMPEY.

A Country Parish. Ancient Parsons and Modern Incidents. By Frank Samuel Child, Author of "An Old New England Town," etc. The Pilgrim Press, Boston, 1912, pp. 251. \$1.25 net.

Not an attempt to solve the problem of the country church, but a reminiscent and somewhat romantic adventure into the past "to meet the old-time parsons and their friends in a social way." It has kindled in one reader, what the author says it kindled in him, "a genuine enthusiasm for the country parish—its opportunities, fascinations and insistent obligations." It is a realistic life-picture of a country parson's life in a typical New England parish dating back to pioneer days, winding up with an inspiring chapter on "The Charms of a Rural Pastorate."

GEO. B. EAGER.

Wie lehren wir Religion? Versuch einer Methodik des evangelischen Religionsunterrichts für alle Schulen auf psychologischer Grundlage. Von Lic. Richard Kabisch, 2nd Auflage, Vandenhoeck & Ruprecht, Göttingen, 1912. Preis 5.40 ss. 324.

The problem of religious instruction in the schools is a live question in Germany as elsewhere. There it is done in the