

Church from other Christian bodies, were developed. It is, therefore, both interesting and important, and it is to be hoped that the volume will accomplish its purpose by obtaining a reading from many intelligent people who are not technical scholars.

W. J. MCGLOTHLIN.

A History of Education During the Middle Ages and the Transition to Modern Times. By F. P. Graves, Ph.D. New York. 1910. Macmillan Co. Pages 328. Price \$1.10, net.

In many respects the roots of our modern world lie deep in the Middle Ages. It was the period in which the Teutonic nations of today were finding themselves, absorbing Christianity and the civilization that had preceded them, passing from barbarism to a civilized and cultured state. The history of education in such a period is naturally of absorbing interest and importance.

The author of the present volume begins his survey of the educational history of the period with a view of the monastic schools which were almost the only conservators of learning in the earlier part of the Middle Ages. This is followed by a discussion of the work of Charlemagne in Germany, Alfred the Great in England and the Moors in Spain, a notable effort for the spread of education from the governmental side of society.

Turning back to the people, he studies the educational effects of mysticism, scholasticism, feudalism and chivalry, each of which while not specifically an educational movement, nevertheless made a deep impression upon the character of the people and upon such education as then existed. This naturally eventuates in the work of the friars in the thirteenth and fourteenth centuries.

An interesting chapter is given to the rise, character and work of the universities—their origin, organization, control, curricula, methods, students, professors, etc. Toward the end of the Middle Ages educational methods and ideals are profoundly influenced by the rise of cities, city and guild schools, and the other social phenomena that marked the end of the period.

The second part of the book is devoted to the transition

to modern times in the period of the Renaissance and Reformation. The educational upheaval was equally as striking as that in religion, and indeed preceded and prepared the way for the religious reform. This educational revolution, which consisted not only in the revival of the study of the classics, but also in marked changes of method and educational ideal, is clearly set forth as are also the further changes and developments occasioned by the Reformation itself. The great educational worker Luther, Melancthon, Sturm and other reformers, in Germany and other lands, generally overshadowed by the fame of their religious reforms, here receives due recognition and emphasis. The author then points out how their reforms, as did that of the Jesuits and other Catholic educational societies, gradually crystalized, became artificial and lifeless until they lost all their vitality and effectiveness for life. The work closes with an account of the beginnings of modern educational reform in Commenius, Locke and other scholars in all lands. Each chapter is furnished with a brief but excellent bibliography of sources and authorities which greatly enhances the value of the book for the average reader. It is well done, and must be of great value to preachers and teachers alike.

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Die Handauflegung im Urchristentum nach Verwendung. Herkunft und Bedeutung in Religionsgeschichtlichem Zusammenhang. Untersucht von Lic. Johannes Behm, Repetent der Theologie an der Univ. Erlangen. Leipzig, A. Deichert'sche Verlagsbuchhandlung Nachf, 1911. Preis M. 4.50.

The imposition of hands has played an important part in the history of Christianity, especially with regard to the significance of baptism and the nature and office of the ministry, particularly the bishop. All works on the history of Christianity, and in particular those dealing with worship and the liturgy, have treated the subject as a matter of course. Monographs have appeared and still the subject is not exhausted. Another monograph of two hundred pages lies before us. It offers little that is new except in standpoint and treatment, and reaches no conclusion