

dominant Wellhausen school, and treat the history and the poetry of the Old Testament from that point of view.

IV. CHURCH HISTORY.

The English Church in the Seventeenth Century. By Rev. C. Sydney Carter, M.A. Longmans, Green & Co. 1909.

One of the most striking evidences of increased interest in the instruction of laymen in religious matters and of their interest in all phases of religious life is the preparation of books designed especially for the laymen. Recently this interest is turning towards the rich field of Church History and there are appearing numerous handbooks among all denominations on this subject. The work under review is a book of that kind. It deals with one of the most interesting periods in the history of Christianity in England—a period of controversy, storm and stress, a formative period. Almost every phase of the subject has been the field of prolonged logomachy. The standpoint of the author is that of a moderate churchman. His selection and treatment of facts is judicious and judicial, and though one cannot always agree with his explanations and conclusions, one must always respect them. In short, the predominant interests are historical rather than ecclesiastical. One can but rejoice over the multiplication of such manuals.

W. J. MCGLOTHLIN.

Jubilé de 1900, Schola Genevensis, 1550. Par Charles Borgeaud Deuxième Edition. Genève, Georg & Co., Librairie de l'Université. 1908. Pages 67.

This brochure is a product of the recent Calvin Centennial Celebration at Geneva. In the work of reform Calvin gave much time to the Genevan school. In it he incorporated the most advanced educational ideas of his time, in both its organization and instruction. It became a sort of model, of vast influence over the schools of other Reformed countries. Calvin was first of all a humanist, acquainted with schools, literature and learning, and he undoubtedly made a great contribution to the educational development of the time. The story of his