

there is one answer to these questions. Christianity has absorbed much from the world about it. One of the supreme questions to-day is, "what is the essence of Christianity" and what has come from without? This inquiry is one of vast importance and must result in good.

The author of the work under review sets himself the very complex and difficult task of determining the source of the various elements of Christianity and of the modification which they underwent in their "baptism", as he calls it, into their new environment. He finds the ultimate germ of Christianity in the Lord's prayer, the fundamental idea being the divine will realized in the world. The realization of this ideal requires us to know this will, do this will and love this will.

Practically all else has been brought in from some other source. Some of this importation was made by Jesus, the founder himself, some by the apostles and some by later teachers. The author's general attitude may be seen from a passage on page 258: "It is maintained that Christianity grew and expanded very largely by accepting what was in no way involved in its earlier teaching, in accepting and baptizing the results of the working of divine ideas in other fields than those of Judaism and Christianity." Some of the importations were appropriate and contributed to the progress of the kingdom, others were inappropriate. Some elements ought to have been imported and have not been. From the standpoint of the reviewer this treatment is decidedly radical in its results, though he is in complete sympathy with the method. The book is stimulating and will prove to be helpful to all students of church history, even though one be compelled to dissent from the author's conclusions at many points.

W. J. MCGLOTHLIN.

## V. SUNDAY SCHOOL.

### **Principles and Ideals for the Sunday School.**

By Burton and Mathews. The University of Chicago Press. 1907. Price, \$1.10, postpaid.

One would have to search long before finding a book on Sun-

day School work that is more suggestive and stimulating than this sane and timely discussion compressed into a volume of 200 pages. Part I treats of "The Teacher", and Part II of "The School".

The Purpose of the Sunday School, The Teacher as a Student, Basis of Authority in Teaching, Methods of Conducting a Class, of Inducing Pupils to Study, of Moulding the Religious Life of the Pupils, etc., are considered in Part I.

Four out of eight chapters in Part II are devoted to a discussion of the Graded Sunday School, while the other four chapters present helpful reflections on the Sunday School Library, Sunday School Benevolence, the Function of a Sunday School Ritual and the Teaching Ministry.

The position defended in the book is far in advance of the one usually occupied, but the ideal presented is one that may be attained in many schools and one that will inspire others with greater earnestness in Sunday School work and with a desire for systematic Bible knowledge according to zeal, and then for zeal according "to increasing knowledge". The arrangement of material is excellent, the thought vigorous, tone spiritual and language admirable. A discriminating reader will find here much that is genuinely helpful.

B. H. DEMENT.

**The Life of Jesus. A Manual for Teachers.**

By Herbert Wright Gates. University of Chicago Press. 1907. Price, 75 cents, postpaid.

**The Life of Jesus. Pupils' Note Book.**

By same author. Price, 50 cents postpaid.

These are companion books in the Elementary Series of the Constructive Bible Studies. Their descriptive designations indicate their purpose.

"The course is intended for boys and girls of from ten to thirteen years of age, who would ordinarily be found in the fifth to seventh grades of the public school." The "Manual" is intended for teachers and parents and gives an excellent outline of the Life of Jesus in eight chapters and forty-two sections, thus enabling one to complete the course in a year, even