

sed results of his great learning into the text. No one but a master in his subject should attempt to write a brief survey, for no one else is capable of making the necessary generalizations and of preserving due proportion in the material. Dr. Schubert is one of the leading church historians of Germany, has long worked at the sources and is eminently fitted by nature and training to write such a survey. And he has produced a most stimulating work. It is abreast of the best scholarship of the time and is written in charming style. Its rapid reading will give one such a grasp of the salient features of the subject as can scarcely be found elsewhere.

W. J. MCGLOTHLIN.

IV. SOCIOLOGY.

The Clansman.

By Thomas Dixon, Jr. Doubleday, Page & Co. New York. 1905. Pp. 373. Price \$1.50.

This is a companion volume to *The Leopard's Spots*, and discusses how by means of the Ku Klux Klan the South threw off negro rule and thwarted the triumphant plans of Thaddeus Stevens for the ruin of the South. There is the same powerful energy that Mr. Dixon always has with more restraint than he usually possesses. The book is bound to make an impression on Northern public sentiment that may not be familiar with the dreadful facts of the Reconstruction period. The book would be lightly brushed aside as impossible were it not for the stubborn facts about this period on record in Washington, in the capital of every Southern State, and in hundreds of county court houses. It is the shameful era in American history. Abraham Lincoln looms magnificently in the story as the friend of the South and as the great statesman of the time. The love story is lightly touched, but with sympathy and power. It is the best of

Mr. Dixon's stories, all things considered, and gives promise of still greater things from him.

A. T. ROBERTSON.

V. CHRISTIAN LIFE.

Education in Religion and Morals.

By George Albert Coe, Ph. D. Fleming H. Revell Company, Chicago, etc. 1904.

The author of "The Spiritual Life" and "The Religion of a Mature Mind" here brings us face to face with what he regards "an emergency in respect to education in morals and religion." The age of reform in education, when we fancy that the child is at last coming to his own, is an age that neglects the most important end of education, and stands perplexed as to the means to this end. Modern psychology, especially the child-study movement, is accumulating knowledge that has important applications to religious and moral culture. Then the store of biblical knowledge gained by modern methods is vastly increasing, and it needs to be spread abroad. The aim of this book is to bring this supply in closer touch with the need. It is not merely a treatise on educational theory, nor chiefly a book of methods, but rather an effort of a Christian scholar and educator to bring the broadest philosophy of education into the closest relation to practice. The author makes no attempt to separate the religious from the moral factors in education, "for the simple reason that they belong together in practice." "The standpoint of Christianity is that of wholeness of life from which no human good can be excluded." Speaking of the education of the modern layman, he says, he is free, knows himself to be free, and refuses to be dominated by priestly authority. The new spirit of inquiry, the scientific spirit, is the spirit of the layman. But the trend of to-day in both public and private schools of every grade is to prepare men for