

the teachers if the best results are to be secured in the way of preparedness for the actual work and conflict of life. Mr. Millard is not content with generalities, but goes into particulars, showing just how, in the various grades of the school, parents and teachers may do team work in the training of the child and pupil. It is not too frequently that one happens on a book fuller of wise, practical advice to parents, presented with rare tact and persuasiveness.

Religious Education and American Democracy, by Walter Scott Athearn, Professor of Religious Education in Boston University (The Pilgrim Press, Boston and Chicago, 394 pages, \$1.50, postage 12 cents), subjects to searching criticism the various agencies at work for the religious education of the American people. In the case of each of these agencies a full analysis of its methods and plans is followed by a reasoned estimate of its advantages and disadvantages as an instrument for the furtherance of education in religion. A complete survey is made of the present situation, and current movements are tested by the standard of well established educational principles. There is more, to be sure, in Professor Athearn's book than negative criticism of existing agencies and institutions and movements; there is the setting forth, as well, of a constructive programme. Most

readers will sometimes find themselves differing with the author's conclusions, and challenging even the correctness of his analysis; but all will agree that he has made a valuable contribution towards the solution of the problem of how, in a democratic community, in which all teaching of religion is practically excluded from tax supported schools and colleges, adequate provision can be made for the religious education of the people.

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