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incidental light is thrown on the historical context in which the cults originated and grew. It should at once be added that none of Professor Braden's predecessors in this field has seriously attempted to place the cults in the setting of the total religious life of America. This is a task that remains to be done by somebody. But what Professor Braden has attempted to do, he has done well: the reader is made familiar with the major American cults and is left to draw his own conclusions concerning them.

The pastor who finds adherents of one or another of these cults in his congregation (let him beware saying that such people are not there!) or in his community will find this book a welcome and helpful guide. A bibliography, glossary, and index add to the reference value of the book.

T. G. TAPPERT

Protestantism Faces Its Educational Task Together. By William C. Bower and Percy R. Hayward. Appleton, Wisconsin: C. C. Nelson Publishing Co., 1949. 292 pages. $3.25.

Briefly stated, this book is a history of the International Council of Religious Education and its antecedents. In the merging and combining of interdenominational agencies whereby individual components lose their identity, it is well to have the record of each clearly preserved. The authors of this volume have performed this service for religious education.

Their acquaintance with their subject matter cannot be questioned. Dr. Bower has so long been a figure in religious education that his name is familiar to all who have done any reading in the field. Dr. Hayward also has had long experience in the work, being known as director of young people's work, editor of the *International Journal of Religious Education,* and author of a number of books.

The story of education in religion as given by these authors is sober and factual. The complexities are reduced to their essential features, departments are cataloged, and leaders are listed, so that the record seems to be complete.

The viewpoint of the authors is that of church union and theological compromise. In the one instance they describe religious education as an evidence of union in work rather than unity in faith. In the other instance they take a middle of the road position, disavowing the extremes of either a humanistic or a neo-orthodox viewpoint.

Aside from the third chapter, which discusses the "underlying philosophy," the book is a review of programs attempted and of goals achieved. The work with children, youth, and adults is described. The training of workers, the program of vacation and week-day schools, field work, conventions, and research have chapters devoted to them. The narrative continues through the war years and glimpses the future. A chapter by Luther A. Weigle describes the preparation of the Revised Standard Version of the Bible. The final chapter is a summary of achievements and an outline of work yet to be done.

Such a book is indispensable to those who would understand the religious education movement. Present phases and future ideals have their historical roots which here are clearly exposed to view. It is a valuable review of an important phase of religious life in America.

W. D. ALLBECK

The Church School Teacher's Job. By Mildred Moody Eakin and Frank Eakin. New York: The Macmillan Company, 1949. 218 pages. $2.75.

Whenever the Eakins take up their typewriter the result is interesting, sound, and valuable. The preface explains that this book is meant to render their work more "satisfying" for teachers of children and young people in high school. The volume is not the advanced textbook for

which many have been waiting, nor is it the ten-short-chapter sort of thing which disappoints so many of our better workers. Let us say that it approaches "heart's desire" for the middle half of the 2,500,000 church school workers of America. Chapter by chapter the book proceeds to discuss major issues in teaching, broadly conceived, all well salted with anecdotal illustrations. The general approach is progressive in the best sense. The last two chapters are in the nature of addenda, different in character but useful in their way.

The authors begin by recognizing that teachers deal with persons—individuals who have their own personalities and problems. The teacher must know the pupils and their backgrounds before an effective teacher-pupil relationship can exist. A number of chapters follow on lessons, projects, units, and other aspects of curriculum. The chapters on worship and teaching the Bible are especially well handled. There are then two chapters on the problems which arise in the classroom during the session, such things as order, attention, participation and the like. Again there is stress on the necessity for the teacher to have a thorough knowledge of pupils, for the authors feel that many classroom problems come from home and other environmental conditions.

Following chapters deal with the relations of the church school to the public school, the church, and the home. All three of these problems are well covered and the whole discussion deserves the attention of all who work with the younger people in a church school. The authors stress the "how" in every area treated, largely by means of illustrations from Mrs. Eakin's own teaching experience. Therein is the meat of it.

The book would have been rendered more usable if "reading apparatus" had been supplied in the form of topic headings and summaries. Yet it deserves wide acceptance and will help many thousands of earnest and questioning practitioners in the Christian teaching fellowship.

RALPH D. HEIM

The World Since 1914. By Walter Consuelo Langsam. Sixth edition. New York: The Macmillan Company, 1948. 969 + 113 pages. $5.50.

This book is warmly recommended for the broad background in political, military, economic, and social matters which it offers for an understanding of our times. It has been a standard work in its field ever since the first edition came from the press in 1933. Having gone through several thorough revisions in the last fifteen years, the present edition takes the reader down to the summer of 1948. The work is distinguished by its balance and impartiality—qualities which are difficult to achieve in recording the history of our strife-torn age. Moreover, the author has clothed his narrative in an engaging style which will appeal to the casual reader as well as to the serious student. This is the kind of book that will be read with pleasure and profit now, and afterwards consulted frequently through its extensive index and bibliography.

It is not irrelevant to remark that the author is a Lutheran and president of a Lutheran school, Wagner College.

Studies in Christian Enthusiasm, Illustrated from Early Quakerism. By Geoffrey F. Nuttall. Wallingford, Pennsylvania, 1948. 96 pages. $.50.

Professor Nuttall has put into print a series of six lectures delivered in 1945. His purpose is clearly delineated by the title and explained equally clearly in the Preface. His intention is not to treat the history of early Quakerism, but to illustrate Christian enthusiasm both in its reputable forms and in its extravagances by reference to early Quakerism.

In order to accomplish his end he limits himself to the period between 1652 and