

himself an expert in social publicity. One of the aims of the institute seems to be to make the findings of the experts news, and to teach others to discover and make news from the same unpromising material. The institute thus becomes at once a training school for public service and an instrument of social reform. It seeks to train its pupils through the study of actual problems. It seeks to effect reform through the agency of a "pitiless publicity." It is another effort to extend democratic control of government through the agency of expert publicity.

A number of handbooks, designed to direct the field work of students of community problems, have been printed in recent years. Most of these books are suggestive and useful. To the inexperienced investigator they are a necessity. The *Technique of Social Surveys* is a book of this kind. It has the advantages of a late arrival in the field and has profited by the work of its predecessors.

At the present time local studies of social conditions are becoming so technical and detailed that no single individual can hope to become expert in the whole field of community studies, and no single book can pretend to cover adequately the whole range of community investigations. It is important that the insight with which the social survey started, namely, that the community is a unit and that community problems are interrelated, should not be lost sight of. Books like the one which Mr. Elmer has written serve at any rate to maintain this point of view.

It is inevitable that community studies should become technical, but it is also important that the interest of the ordinary citizen in community problems should be encouraged, and that community surveys, even when directed by experts, should be carried on with the co-operation of the people in the community. It is this fact which gives value to social-survey handbooks.

ROBERT E. PARK

UNIVERSITY OF CHICAGO

Using the Resources of the Country Church. By ERNEST R. GROVES.
New York: Association Press, 1917. Pp. viii + 152. 75 cents.

The material in this book on the country church is popularly presented for the use of Y.M.C.A. study clubs and rural ministers rather than for systematic students of sociology. A conventional outline is maintained emphasizing the relation of the church to the home, the community, recreation, health, aesthetics, morality, etc. The view-

point is good. The author recognizes that regeneration must be more than merely personal, must be causal and civic, if it is to last. "Preaching fails to carry often because it is subjective." The rural preacher must be a part of the life of his community. "The rural church needs above all else to think in terms of moral causes." "It is doubtless unfortunate that ministers usually have studied philosophy so much and science so little." The church must save its soul by becoming an instrument instead of losing it in being content to remain an end.

L. L. BERNARD

UNIVERSITY OF MINNESOTA

Educational Missions. By JAMES L. BARTON, secretary, American Board of Commissioners for Foreign Missions. New York: Student Volunteer Movement. Pp. 271. \$1.25.

The educational undertaking of the foreign missionary societies is a formidable affair. There are some 33,000 schools and well toward 2,000,000 pupils under missionary tuition. These schools range all the way from the kindergarten up to universities whose degrees are accredited in the universities of America and England.

The mission school has been the pioneer of school systems in all the non-Christian lands. In Japan, Verbeck was the real founder of both the common-school system and the Imperial University at Tokio. In China the mission colleges have furnished 80 per cent of all the Chinese students in the United States, and in both countries the majority of the founders of the new order were instructed in such institutions. In Japan today the number of Christian men in Parliament is seven times as great as the proportion of Christians in the population, and the disproportion is even greater among editors and other molders of public thought, while in China there is an overwhelming preponderance of Christian and mission-educated men in like positions. Even in India, where there is a well-established system of government schools, the mission schools still educate one-third of all the youth who attend school.

The author concludes that the largest and most immediate task of the mission school is to give normal training and educate the teachers of tomorrow; this is especially true outside of Japan. There is a transference of emphasis from the evangelistic to the educational as this need is grasped and as the whole task is looked upon as one of building a civilization rather than as merely "saving souls from the burning."