

full of guiding principles and suggestive illustrations easily comprehended by the average Sunday-school teacher, and yet refreshing and illuminating to those who are at home in the more advanced and technical treatises on educational psychology. Though not scholastic, it is scholarly; though not technical, it is fundamental. The reviewer's opinion of the volume is further indicated by the fact that he has selected it as one of the text-books for the classes in Sunday-school Pedagogy in the Southern Baptist Theological Seminary.

BYRON H. DEMENT.

### **Reform in Sunday School Teaching.**

By A. S. Peake, M. A., B. D., Professor of Biblical Exegesis and Dean of the Faculty of Theology in the University of Manchester, Etc James Clark & Co. London. 1906. Pp. 1-128. Price 1s 6d.

The reform on which Prof. Peake insists is that of the lessons, the curriculum. He recognizes the need of trained and efficient teachers, but does not, as does Prof. Brumbaugh, think it useless to attempt to improve the lesson system until we have provided our schools with better teachers. pp. 116ff. He exposes unsparingly and in the main justly the weaknesses of the present system of lessons. It certainly can not be justified on sound principles of teaching, and it is to be feared that it is not giving the children any adequate knowledge of the Bible as a book, of Bible history, or of religion and morals. Some reform along this line must come in the near future; but the question is exceedingly difficult and complex and it can not be said that Prof. Peake is equally as successful in his constructive as in his destructive work. His desire is for a system of lessons graded to suit the capacities of the children, and not simply a graded treatment of the same lesson as at present. Reform will come along this line and we welcome this and all similar discussions as leading toward this end.

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