

are the distinguishing marks of this volume. Mr. Lawrence is one of the warmest-hearted men in the country. He is brimming over with enthusiasm for the Sunday-school, and is a host in himself. This book contains the cream of his experience as a Sunday-school man. He is to-day superintendent of a great and successful Sunday-school, and thus speaks out of the very heart of modern Sunday-school life. Every pastor, every superintendent and every teacher ought to have a copy of this book. I can commend it most heartily.

E. Y. MULLINS

### **The Making of a Teacher.**

By Martin G. Brumbaugh, Ph. D., LL. D., Professor of Pedagogy in the University of Pennsylvania. Philadelphia. The Sunday School Times Company. 1905.

This is a volume of 351 pp. designed as "a contribution to some phases of the problem of religious education," and well has the distinguished author executed his noble purpose. The very title, modest and practical, rather than pretentious and technical, is a fair indication of the statements of the chapters and of the development of the topics.

The author intentionally avoids many technical expressions usually found in discussions of Educational Psychology. For this he may be slightly criticized in some ultra-scientific quarters, but highly commended by those who are led in natural paths into the fertile fields of a charming study.

The Elements of Psychology which render genuine service to a practical teacher are clearly and attractively discussed and illustrated by an able scholar and efficient teacher. Dr. Brumbaugh is an expert in the science of education and in the art of teaching, and in this volume he gives the essence of his philosophical thought in its application to the teaching process. He has given the public an admirable treatise on the true psychological principles with a general application to the work of any successful teaching and a special application to the teaching of religious truth. It is a timely and practical volume

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.

W. J. MCGLOTHLIN.