

end." The chapter on the inspirational function is of especial value to preachers, and not a single chapter would fail to give them helpful suggestions. We hope many of them will read it.

C. S. GARDNER.

**The Education of the Central Nervous System.** By R. P. Halleck, M. A., (Yale). The Macmillan Co., New York, 1910.

The author of "Psychology and Physic Culture" has brought students of the mind under additional obligation by writing a very sane, strong and stimulating treatise on "The Education of the Central Nervous System," which has passed through several editions. Professor Halleck, as principal of the Louisville Male High School, and teacher of psychology, has had ample opportunities for accurate insight into the problems of physical and psychological functioning. While thoroughly modern in his views of genetic psychology he effectively and skillfully refutes necessitarian and fatalistic views of physiological psychologists. The possible modifications of the brain, the relations of attention, nutrition and fatigue to the brain as the central neural organ; the significance of environment for training; the age limit and efficiency; the best time for developing the brain and personality; the scope of sensory stimulations; the right use of mental images, and the importance of motor training in the formation of character are outlined and amplified. He gives an illuminating presentation of the sensory images, visual auditory, etc., employed by Shakespeare and Milton, and discusses the training of Shakespeare's senses. He closes by showing the relation between the central nervous system and enjoyment in all gradations from the lower physical to the larger spiritual experiences.

BYRON H. DEMENT.

**Successful Teaching.** Frank & Wagnalls Co., New York, 1909. Price \$1.00.

This is a unique little volume of about two hundred pages, containing fifteen studies by as many practical teachers who were prize-winners in the National Educational Contest of 1905. A thoughtful introduction, correlating the following studies, is writ-

ten by Prof. James M. Greenwood, Superintendent of Schools in Kansas City, Mo.

The fact that nearly all the topics discussed are vital to Sunday School teachers reveals the underlying moral unity of the great army of teachers, whether they instruct in the schools of the Church or in the schools of the state. Character building is the ideal of all who rightly teach in any school. Of course in the Sunday School the Bible is central, not only in the inspiring spirit and atmosphere of instruction, but in the subject matter for exposition and application. The following themes make a strong appeal to religious teachers: Personality as a Factor in Teaching, The Value of Psychology in Teaching, How Best to Develop Character in Children, How Best to Gain and Keep Control of Pupils, How to Teach Children to Think, Advantages of Memory Work, How to Develop the Conversational Powers of Pupils, The Place of Biography in General Education, The Art of Story-Telling and its Uses in the School-room. "Success in Teaching" will be suggestive and helpful to those who desire a glimpse into the working methods of a goodly group of efficient teachers.

BYRON H. DEMENT.

**The Great Teachers of Judaism and Christianity.** By Charles Foster Kent. Eaton & Mains, New York, 1911. Price 75 cts.

Every religious teacher should be interested in the history of his calling. A study of the principles, aims, methods and achievements of those who have spoken for God in the different stages of the world's progress must prove informing and helpful to those who desire to make their teaching count for most in the establishment of the reign of truth in the earth.

"The Great Teachers of Judaism and Christianity" gives a glimpse into the work of the ancient prophets, priests and sages; the Scribes and Rabbi's, Jesus and the Early Christian Teachers.

The prophet spoke for God and was always a potent factor in Israel's history. Great prophets like Isaiah, exercised a combination of functions, and were at the same time "statesmen, social and moral reformers and theologians," their aims were to