

How to Invest Your Savings. By ISAAC F. MARCOSSON. Philadelphia: Henry Altemus Co. Pp. 120.

Under the present conditions it may be held that the last thing to put into the minds of children should be the desire to make money. But since they are growing up into a world not only of money-making, but of reckless speculation and financial extravagance, a book which inculcates prudence and modesty may have its usefulness for them. Therefore this little volume of papers first printed in the *Saturday Evening Post*, under the title "Your Savings," is worth noting. It is not only conservative, but practically instructive, giving useful information about the various forms of investment, as well as illustrations of the value of economy.

J. M. C.

Nature-Study Made Easy. By EDWARD B. SHALLOW AND WINIFRED T. CULLEN. New York: Macmillan. Pp. 136. 40 cents.

The title of this book and the introductory paragraph in the preface may suggest to some teachers that the long-looked-for has been found. That paragraph is: "The position of nature-work in the school curriculum is established. It has passed the experimental stage. Its value as an educational factor is recognized." Other prefatory statements are: "The lessons are given in a simple, pleasing manner; a second lesson, in different form, sometimes following the first to impress or fix it." "The lessons, though grouped according to the subjects to which they relate, may be given in any order." The opening statement of the first chapter serves further to present the author's point of view of nature-study.

"'Oh, Mary, what a beautiful flower!' cried little Nellie Brown, as Mary Hooper came into the room, holding aloft a delicate pink rose. 'Where did you get it?'"

"'My Aunt Susan gave it to me,' said Mary. 'She had just brought it from her garden. She gave one just as pretty to Lucy.'"

"'How sweet!' said Nellie. 'What will you do with it?'"

"'Oh, I am going to put it at once in water. You know cut flowers cannot live without food, and water is their food.'"

"'So saying, she filled a vase with clear water, and placed her pretty flower in it.'"

Then follows some discussion as to why the flower stems are cut as they are, this result in an upbuilding and ennobling conclusion on the part of Nellie which leads her to say, "I am glad you told me that. I shall always cut flowers, hereafter, instead of breaking them." Later, in a discussion at dinner table of the fact that plants in the absence of sunlight do not become green, we have Lucy coming upon the scene again with, "Then is that why celery is always white? Please pass me some. I will try to see if I can taste any sunlight on it."

The authors believe in impersonation of the plants and ascribe to them memory, emotions, and ambitions worthy of the children by whom the lessons are to be studied. Quite often at the close of the chapters the writers are reminded of a poem; in fact it sometimes becomes evident before the close of the chapter that the authors are preparing to be reminded.

There is a great deal of good and usable material in the book, but it is so badly confused with make-believe conversation, impersonation, emotionalism, and faulty science, that instead of *making nature-study easy*, it would seem to the reviewer that the book must join that mass of pseudo-nature literature which is really making it very hard for a real nature-study to take a place in the school curriculum.

Nature-study will take care of its enemies if only its friends will cease committing blunders under cover of its name.

O. W. CALDWELL

COLLEGE OF EDUCATION

Catalogue of Books Annotated and Arranged and Provided by the Carnegie Library of Pittsburgh for the Use of the Grades in the Pittsburgh Schools. Pittsburgh: Carnegie Library, 1907. Pp. 331.

The Carnegie Library at Pittsburgh boasts the only training-school in the country devoted to the training of children's librarians. Possibly this serves as an incentive for the very careful and systematic work which has been done there in developing the co-operation between the schools and libraries, and in working out the best reading for children.

In the preface of this catalogue of books for schools, which is a revision of an earlier publication, a short but comprehensive account of the history of the work and its present scope is given. The list of books for high schools and the reference books for teachers have been omitted and will be issued in separate form. The arrangement of the catalogue is admirable and can best be described in the words of the preface:

"The title and annotation for each book is repeated in every grade to which the index assigns it. . . . It enables the teachers to use each grade as a complete list without referring elsewhere for the annotations. There has been no attempt to furnish anything in the nature of supplementary textbook reading as a part of the routine school work. The aim, has been, rather, to provide collateral reading in history, biography, travel, adventure, simple science, and good fiction to be used in the schoolroom and sent into the homes of the children. It is hoped that the annotations, which are made chiefly for the teachers and from their standpoint, may help them in guiding the children in their choice of books, and in fitting the right book to the right child."

IRENE WARREN

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