

*Outlines of Economics: A Syllabus for Introductory Study* (Poughkeepsie, New York, 1906-07; 69, 60 pp.) These *Outlines* have been prepared with the intent of guiding students in the use of various textbooks; they are based chiefly on Marshall's *Economics of Industry*, Seager's *Introduction to Economics* and Seligman's *Principles of Economics*, with incidental references to other works; and they will probably be found useful by students of elementary economics.

Every teacher of economics realizes how inadequate is the concrete knowledge of industrial facts possessed by the average college class that comes under his instruction. Making bricks without straw was a simple task compared to the effort to cultivate economic thinking in minds ignorant of the sources of the great staple products of general consumption, and of the methods by which they are extracted, worked up and distributed. Now that children are no longer expected to have any time left over from their school exercises for the acquisition of useful knowledge by the old-fashioned method of reading books, the school reading-book on geography, natural history, anthropology and various other more or less important sections of the encyclopædia has come into vogue. Since this is the way the thing must be done, we are glad to see added to the shelf of school readers an excellent little volume, *Foods, or How the World is Fed*, by Frank G. Carpenter (New York, The American Book Company, 1907; 362 pp.). By the device of taking the reader, in imagination, to the ranch, the farm, the rice field, the fishing banks, the coffee plantations, the orchards and vineyards, the book is made interesting; and the boy who has read it will be much better prepared for economic studies later on than the boy who has never become interested in any of these things.

The lectures which Professor Laughlin delivered in 1906 before the Berlin Association for the Development of Social Science have appeared in English under the title of *Industrial America* (New York, Scribners, 1906; 261 pp.). According to the preface, the reason for their appearance in English dress is "that possibly they may be useful to readers in this country who may not have time to give to an extensive course of reading." It must be said, however, that the lectures are so elementary and the lecturer's conclusions so trite that it is doubtful whether they will be of much use to those who have time for even a brief course of reading. As regards the Germans to whom the lectures were addressed, it is to be hoped that they have not taken Professor Laughlin's extreme views on the tariff and his belated doctrines on the labor question as fairly representing the attitude of American economists. It is significant that, in his essay on the status of economic thought in the United

States, a paragraph nominally devoted to the investigations of American economists on practical questions deals chiefly with the attack on the quantity theory of money, for which Professor Laughlin himself is responsible, and that no mention is made of the fact that the great majority of the leading economists in the United States disagree with Professor Laughlin's contentions.

Professor Nathaniel Southgate Shaler's treatise on *The Citizen* (New York, A. S. Barnes and Company, 1904; 346 pp.) is an interesting discussion of the rights and duties of citizenship. Among the more important chapters are those on "Wealth" (chapter ix) and on the "Negro Question" (chapter xi). Throughout the discussion of the relation between democracy and modern industrialism the author's point of view is a very conservative one.

*Citizenship and the Schools*, by Jeremiah W. Jenks (New York, Henry Holt and Company, 1906; ix, 264 pp.), is a collection of addresses delivered and articles previously published by the author. Chapter vi on "Free Speech in American Universities," written at the time of the resignation of President E. B. Andrews from Brown University but not published at that time, is as strong a defense of academic liberty as can be found. Another notable chapter is that on "School-Book Legislation," first published in 1891 and now revised.

Among recent elementary treatises on the American system of government are *School Civics*, by Frank D. Boynton (Boston, Ginn and Company, 1904; iv, 368, xli pp.), which is a clearly written manual for the use of grammar and high school pupils; *Civics*, by Waldo H. Sherman (New York, The Macmillan Company, 1905; x, 328 pp.), the characteristic feature of which is the attempt to illustrate the principles of government in a graphic way by tracing them through the settlement and development of a community organized by the pupils; *Training for Citizenship*, by Joseph W. Smith (Lathrop Publishing Company, 1902; 345 pp.), an elementary treatise, especially good on the legal side; and *Municipal Government of the City of New York*, by Abby G. Baker and Abby H. Ware (Boston, Ginn and Company, 1906, xii, 350 pp.). The last volume, intended for grade and high school pupils, is executed with great care and skill. The material is well organized, clearly presented and strengthened by abundant historical and illustrative features.

Students of municipal science and framers of city charters are indebted to Mr. A. R. Hatton of the department of political science at the University of Chicago for the *Digest of City Charters* (Chicago, 1906; 351 pp.), prepared for the recent Chicago Charter Convention.