

Cox, which led him not only to transliterate after their manner, but even to extend the fad into English, and to write such dreadful words as "Hellenik" and "Dionysiak." As a critic said, "Why not Dionusiak Muth?" which was a palpable hit. However, to be just, much of this sort of thing also has disappeared from Mr. Brown's present book, which we readily allow to be a heap of antiquarian learning, Assyriological and other, on the subject of which it treats.

Whether the Assyriology and the Sumerology are all right the lay critic is unable to tell, but there is probably a good deal in Mr. Brown's Assyrian learning that is not entirely orthodox, to judge from the undoubtedly unorthodox nature of much of his Greek philology, to which *Ammā-el-θεία* testifies. That dreadful soloikism (as we suppose Mr. Brown would say) makes us perhaps unduly suspicious. If so, we hasten to beg Mr. Brown's pardon, as we do not wish to share the fate of the Assyriological reviewer (not ourselves) of vol. i. of "Primitive Constellations" in NATURE (April 13, 1899, vol. lix., p. 553), who said that Mr. Brown made mistakes in his Assyrian and was smitten by a Browniak thunderbolt for his temerity. The learned author refers to this circumstance in a note in the volume under review. Perhaps Mr. Brown may think he scored, but it is perfectly plain that when he wrote "Barsipki" as the name of the town of Barsip (Borsippa) he was under the erroneous impression that the written suffix *-ki* was pronounced, otherwise he would not have spelt it out. "Barsip^{ki}" was written, "Barsip" was said; "Barsipki" was never either written or said. If Mr. Brown does not understand what is meant he does not understand the cuneiform writing, and if his Assyriology is bad the whole of his book must be bad too.

OUR BOOK SHELF.

Biologische und morphologische Untersuchungen über Wasser- und Sumpfgewächse. Erster Teil. Die Lebensgeschichte der europäischen Alismaceen. By Prof. Hugo Glück, Heidelberg. Pp. xxiv+312+xiv figures and plates. (Jena: G. Fischer, 1905.) Price 20 marks.

THIS elaborate and apparently exhaustive monograph is one of the fruits of the morphological school founded in Munich by Goebel, but the author, struck, as so many writers have been, with the enormous variability of these plants, has here attempted to bring together the facts, not only of the influence of the environment as expressed in the direct action of such agencies as light, situation, water, and other factors, but has also tried to weave these into a sort of system such as can be used by the systematist.

He says:—"Meiner Ansicht nach ist das der einzige Weg, der uns über das Zustandekommen der einzelnen Formen und ihre Abhängigkeit vom Standort sicheren Aufschluss erteilt, da ja in der freien Natur die Standortverhältnisse dieser Pflanzen einem steten Wechsel unterworfen sind und sich der direkten Beobachtung mehr oder minder entziehen."

But, in addition, extensive collections of herbarium material were made and examined, and plants over wide areas examined *in situ*.

The book falls into two parts, of which the first

or special part deals with the biology in the German sense of the word, of the various species of *Alyssa*, *Echinodorus*, *Elisma*, *Caldesia*, *Damasonium*, and *Sagittaria*. Each of these species is then examined in detail as regards the general action of the environment, its aquatic forms or varieties, its land forms, its seedlings, and its so-called monstrosities whether found wild in nature or produced in culture, and lastly, the condition in which it passes the winter. Here and there are notes on other matters of detail, such as floating apparatus, the influence of light, turgors, submersed forms, &c.

The second or general part of the work describes an investigation of the adaptation of the various parts to different functions in general. One of the most interesting sections here will be the examination of the formative factors (*gestaltbildener factoren*), and another is the results considered in respect to systematic botany. There is a rather too meagre index, but a very special word of praise should be given to the plates, and we congratulate author and publisher alike on the drawing and reproduction of the figures. Few morphologists will be able to dispense with the book, and certainly no systematist concerned with the biology of this interesting group of water-plants.

School Gardening for Little Children. By Lucy R. Latter. Introduction by Prof. P. Geddes. Pp. xxiv+166. (London: Swan Sonnenschein and Co., Ltd., 1906.) Price 2s. 6d. net.

THE value of any particular scheme of education for little children depends more on the interest the teacher feels in the subject, and on the sympathy he or she is able to manifest towards the pupils, than on the scheme itself. We think this will be obvious to anyone who peruses the pages of the volume before us. Most children bred in the country have a "garden all to themselves," but we doubt whether any permanent benefit is derived by them unless their work in it is directed with sympathetic intelligence such as is revealed in Miss Latter's pages. "I have tried," says the author, "to prove that it is possible to make nature-teaching the central point of the life of a school without detriment to the children; that such teaching gives a real meaning and incentive to all the handwork and leads to a richer and truer appreciation of poetry, pictures and music.

"The experiment has been going on for nearly six years, during which time it has successfully stood the test of Government inspection. Each year has shown an increasing gain to the children intellectually as well as physically and morally. Instead of the children being less prepared for the work of the senior schools, it is found that they read, write, and do arithmetic as well, if not much better, for having had daily contact with plants and animals and opportunities for observing the various natural phenomena which affect their lives in one way or another. It is further found that such children pass on to the senior schools with a quickened power of observation, a far greater amount of intelligence, a keener desire to learn, and a greater refinement of heart than if their earlier years had been spent in acquiring mechanical perfection in the arts of reading, writing, and arithmetic before any real experience had been accumulated as a basis for those more formal branches of instruction."

Miss Latter speaks with authority, and a perusal of her book leads us to accord willing assent to it. In subsequent pages she tells us what have been the procedures which have contributed to her success, how part of the hard asphalt playground has been converted into the school-garden, how the garden is