

tice of placing a date after a man's name is helpful when it has any definite significance, but with Dr. Lanner it has none. Sometimes he gives the date of death, as of Stevin (1620); sometimes the date of a book, as in the case of Vieta (1591); but quite as often the date has no particular significance, as in the cases of Tartaglia (1557) and Riese (1550). Usually, however, the important date is omitted entirely, as with Stevin's work on decimals (1585). There are also several unfortunate errors in technical and proper names, as in the cases of Ouch-tred, Boëthius and Boethius, Goss (for Coss), and Wimburgh (for Edinburgh).

Altogether, therefore, the work may be said to have been written with a laudable purpose, but to leave the field open for a carefully prepared treatise on the same subject.

DAVID EUGENE SMITH.

Reformvorschläge für den mathematischen und naturwissenschaftlichen Unterricht; entworfen von der Unterrichtskommission der Gesellschaft deutscher Naturforscher und Aerzte. **Zweiter Teil: Vorschläge überreicht der 78 Naturforscherversammlung in Stuttgart, 1906.** Herausgegeben von A. GUTZMER, Leipzig, Teubner, 1906. Pp. 73.

THE work of the commission appointed by the German society of natural scientists and physicians, as summarized in this second annual report, has been carried on during the past year along the lines laid down in its first report which has already been reviewed in the BULLETIN*. So far as mathematics is concerned, the present report consists of a discussion of the way in which the principles laid down in the first report would work out in practice in certain special types of German schools not there considered, and brings little of general significance beyond the boundaries of Germany.

The section on instruction in mathematics in the higher schools for girls is of some interest to us in America, where thousands of girls and young women annually carry through successfully work of a grade as advanced and as difficult as any that is given to the young men in the German gymnasias. The commission urges that more work in mathematics be given in the schools for girls, and, indeed, that those who complete the full course should end with substantially the same attainments

* Vol. 12, (1906), pp. 347-351.