complete independence, and chiefly through the influence of
Euler, D'Alembert, Danie Bernoulli, Lagrange, Laplace, and
Legendre.

Professor Cantor's own contribution is largely bibliographical,
consisting of a list of the most important works mentioned by
his collaborators. He makes the same assignment of date to
Ruffini's first work on equations of the fifth degree as made by
Professor Cajori. It is evident that the printing of the work
began in 1798 and was completed in 1799.

It is too early to enter into critical details of such a work.
That numerous errors will be found is certain, as witness the
partial list given by Müller, and the fact that the *Bibliotheca
Mathematica* gives every month a list of corrections extending
back to the first edition of the first volume, published nearly
thirty years ago. On the other hand it will be a long time
before any one will attempt to treat so exhaustively this remark-
able period in which the genius of Euler, D'Alembert, Lagrange,
Laplace, and Legendre showed at its best, and in which Gauss
was beginning the labors that placed his name among the
leaders of modern times.   DAVID EUGENE SMITH.

SHORTER NOTICES.

High School Algebra.   By H. E. SLAUGHT and N. J. LENNES.
   Elementary Course, 1907, vii + 297 pp., $1.00 ; *Advanced
   Course,* 1908, vii + 194 pp. $0.65.   Boston, Allyn and
   Bacon.

THE common weakness of our college students in elementary
algebra shows a great need for improvement in the teaching of
this subject. The appearance of these admirable texts, con-
structed after a new model, marks a distinct advance in the
teaching of algebra in our high schools. Recent discussions
have shown that it is quite generally agreed that high school
algebra should be divided into a first course of elementary
algebra during the first year, and a second course of review
and advanced algebra during one half of the third or fourth
year, preceded by one year of plane geometry. The authors
have met this demand of teachers by dividing their text into
two parts, and in doing so have succeeded in presenting the sub-
ject of high school algebra in the most concrete and teachable
form we have yet seen.