page 78, line 20, for $- H$ read $- H/k(1)$. On page 87, line 12, each denominator $\Delta$ should be replaced by $k\Delta$. On page 97, line 8, for $1 + |h'/\rho|$ read $2 + |h'/\rho|$, and make corresponding changes in the succeeding lines. On page 98, line 2, for $- (P' + \epsilon_n)$ read $+ (P' - \epsilon_n)$. On pages 190–197 there is continual confusion of the principal values and their reciprocals.

The general appearance of the page is clear and neat. The functional notation $fx$ instead of $f(x)$ is not at present very widely used, but leads to no confusion here.

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CORNELL UNIVERSITY,
January 14, 1913.

## SHORTER NOTICES.

*The Teaching of Mathematics in Secondary Schools.* By ARTHUR SCHULZE. New York, The Macmillan Company, 1912. 16 mo. xx+367 pp.

IN these piping times when all readers of fifteen-cent magazines, and other patriots, are hastening to climb on the Progressive band wagon, there is grave offense in describing any person or thing as " conservative "; even the anæmic word " moderate " is eyed askance. We do not wish to create an unfavorable opinion of the book before us by attaching to it any of these unpopular predicates; we prefer to call it " eminently sane." The author is an experienced teacher, the difficulties that he faces are those that actually occur in practice, and the ways that he suggests to meet them are sensible and practical. Perhaps the book may be criticized for being a trifle too practical; a little more might be left to the imagination, there is a superabundance in the wealth of detailed illustration which becomes wearisome to the general reader. This is by design, not inadvertence, as the author shows in the preface (page vi) where, in referring to the books of Smith and Young he says: " This book covers a much more restricted field, but does it in greater detail." Perchance he is right. Surely there are a number of teachers who can obtain a good deal more benefit from a chapter on " The equality of triangles " with one hundred twenty-two illustrative examples, than from a comparison of the heuristic method with the individual mode.