

The following typographical errors have been noted:

P. 8, l. 4	for NP	read NP_2
P. 14, l. 23	" ON	" OM
P. 21, first eq. (18)	" b_2	" b_1
P. 28, l. 5	" D^2	" D_2
P. 63, last line	" $a^2 \left(1 - \frac{2}{c^2}\right)$	" $a^2 \left(1 - \frac{k^2}{c^2}\right)$
P. 64, eq. at bottom	" y	" z
P. 71, l. 4	" section	" sections
P. 72, § 64, eq. 2	" y^2/a^2	" y^2/b^2
P. 77, eq. (9)	interchange f and g	
P. 84, l. 17, second term	for κ	read κ^2
P. 85, last eq.	" f, g, h	" h, f, g
P. 92, l. 4	" (5)	" (6)
P. 97, l. 17	" y^3	" y^2
P. 101, mid. page	" $a\sqrt{\quad}$	" $\pm a\sqrt{\quad}$
P. 102, l. 5	" $c\sqrt{\quad}$	" $\pm c\sqrt{\quad}$
P. 103, l. 9	" hyperbolic	" parabolic
P. 115, l. 15	" x	" (x)
P. 132, l. 2	" $A(xz)$	" $A(xy)$
P. 169, l. 2 (bottom)	" substantiated	" substituted
P. 177, l. 8	" poin	" point
P. 200, l. 17	" conic	" conics
P. 243, l. 9	" cubic	" quartic

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Elementary Mathematical Analysis, a text-book for first year college students. By CHARLES S. SLICHTER, Professor of Applied Mathematics, University of Wisconsin. New York, McGraw-Hill Book Company, 1914. Price \$2.50. xiv + 490 pp.

In the older texts on pure mathematics the intellectual interest of the student in the subject was assumed, and the practical interest in applications was not given recognition. In many modern discussions of the place of mathematics in instruction the possibility of an intellectual interest in the subject, the possibility that a real need of reasoning, intelligent beings is satisfied by pure mathematics is denied and only that which ministers quite directly to the physical being is recognized. The present text, while it gives some attention to the intellectual side, places the real stress upon the applications to practical affairs, apparently justifying the study of mathematics because of its service to other sciences and to business.

Trigonometry, analytical geometry, and calculus have undoubtedly been made the fundamental mathematical studies