

merely the original place of publication of the theorems cited; there are no supplementary remarks. The enlarged list of literature over that given in the first edition testifies to the growing interest in the subject of aggregate theory—an interest which the appearance of the *Grundzüge* did much to arouse and foster. The index is remarkably complete, and is an improvement over that of the first edition in that it contains also references to authors. Another improvement is the consecutive numbering of sections. The work of the publishers is excellent. We have discovered only a few unimportant misprints.

It is not within our province to criticize the author's choice of material. The book aims to be a textbook and not a report on the subject of aggregate theory, and therefore many topics have had to be omitted altogether, and in the case of those topics which have been included a choice of theorems has had to be made. Under such circumstances, the only criterion for the goodness of the author's choice is the taste of the individual reader.

The *Grundzüge* has been out of print for the past four years and we therefore heartily welcome the appearance of this new edition. We wish to state without qualification that this is an indispensable book for all those interested in the theory of aggregates and the allied branches of real variable theory and analysis situs. If we have seemed critical of some phases of the book, it is only because this excellent book is not better.

H. M. GEHMAN

GENERAL MATHEMATICS IN EUROPE

Leçons de Mathématiques générales. By L. Zoretti. With preface by P. Appell. Second edition. Paris, Gauthier-Villars, 1925. 16+788 pp.

Nouveau Traité de Mathématiques générales. By C. Fabry. Fourth edition. Vol. 2. Paris, Hermann, 1925. 276 pp.

Einführung in die Elemente der höheren Mathematik. By H. Hahn and H. Tietze. Leipzig, Hirzel, 1925. 12+331 pp.

Cours Complet de Mathématiques Spéciales. By J. Haag. Vol. 1, *Algèbre et Analyse.* 1914. 6+402 pp. Vol. 2, *Géométrie.* 1921. 7+662 pp. Vol. 3, *Mécanique.* 1922. 8+192 pp. Paris, Gauthier-Villars.

In the United States the term "general mathematics" has been used recently to denote a course for high school students. Such a course may have many advantages but it presents a troublesome problem to educational authorities when a pupil seeks entrance to college. It is difficult to determine whether certain definite entrance requirements have been met and it is sometimes equally puzzling to know whether the student is qualified to take certain courses in the college curriculum. General mathematics in a high school may consist of a mixture of arithmetic, algebra, geometry, and trigonometry in all sorts of proportions. The purpose usually is to prepare the pupils for practical living and college preparation is not the chief aim of the course.

On the continent of Europe the term "general mathematics" has been used to denote a course corresponding more nearly to those given in