

There are supplementary remarks after some papers, especially the more important ones, indicating briefly further developments and some of the individuals who have built upon and expanded the material of the original publication.

Although an offset process has been used in the publication of this volume, the papers included have all been retyped, leading to a uniform typography, but introducing occasional unimportant misprints.

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Trattato di analisi matematica. Vol. 1. By M. Picone and G. Fichera. Rome, Tuminelli. 5700 Lire (\$9.20).

This volume is the first of three which will be devoted to introducing the young student to classical analysis. Into it, Professor Picone, with the very able assistance of Professor Fichera, has poured all the knowledge and experience derived from forty-five years of teaching and some twenty-five as director of Italy's chief computing laboratory. And "poured" is but a meager word to indicate the enormous enthusiasm and energy which have been lavished on the undertaking. The discussion is very detailed and the material elaborate. The book will serve ably not only the budding mathematician but the future physicist and engineer as well. Indeed, being written by men who are outspoken adherents of the "applied school" of mathematics, this treatise is especially recommended to those beginning scientists who frequently complain that most mathematicians ignore their needs.

The present volume treats in its five chapters: matrices and determinants; sets, functions, and continuity; differentiation; integration; and the beginnings of complex analytic functions. The treatment varies from what in the United States would be considered elementary to the level, roughly, of our advanced calculus courses. A principal difference is that the amount of material is more extensive than that which we usually cover. According to the American method, this material is taught twice, once in a general and intuitive fashion to undergraduates, and again in a strictly rigorous fashion for serious or graduate students. The European system (if there is one such) seems to steer an intermediate course of teaching the material once, more thoroughly than we do it the first time and lacking the rigor which we deploy in the second. The superiority of one method over another, we leave for discussion to some more relaxed moment and less public place. National systems of education being what they are, no suggestion is being made that we should adopt this or another similar treatise for teaching our students. However, we would advise the inquiring mind to turn to a book such as this in order to derive some ideas