During the calendar year 1927, 55 publishers filled 909 unit orders for $38,906 worth of books as against only 37 publishers who filled 648 unit orders worth $27,195 during the preceding year. The wise policy of the State Department of Education in organizing this activity under the direction of Mr. Dickinson has been amply justified.

**BOOKS**

**MATH TEXT FOR TEACHERS**


This next text for teachers treats first of the formation of a curriculum in mathematics for the junior high school with various recommendations as to how the course might be begun and outlines the objectives to be attained. It gives particular attention to the abilities which ought to be developed in the four subjects: arithmetic, algebra, geometry, and numerical trigonometry.

Under the head of Teaching of Arithmetic, in particular, stress is laid on the pruning of non-essentials and teaching arithmetic for the specific purposes for which it will later be used. A chapter is given also to each of the following subjects: The Teaching of Intuitive Geometry, The Teaching of Algebra, The Teaching of Numerical Trigonometry, The Teaching of Demonstrative Geometry. These chapters are followed by one on Supervision and Instruction in mathematics, a discussion of model lessons and the place of tests in the teaching of mathematics.

The book is made more interesting by the introduction of a description of homemade mathematical instruments, the method and purpose of organization of mathematical clubs and contests, and to this is added a chapter on Mathematical Recreations.

As a whole, it appears to the writer that this book is full of valuable suggestions to a teacher of mathematics. Whether or not such a book would be directly serviceable as a textbook for a short course in this subject is doubtful, but for interesting and helpful reading, and as a reference book for a teacher it appears to be of great value.

H. A. Converse.

**OTHER BOOKS OF INTEREST TO TEACHERS**


The author is no stranger. As the editor of _El Eco_ he has mingled freely in our American school life. Besides, Dr. D. B. Easter, of Washington and Lee University, and Miss Holt, of the Richmond schools, had some share in the revision of his manuscript.

It is an inviting textbook for beginners, generous of white spaces to rest the eye and to breathe up the student's hope of mastery. There are graphic devices, a variety of drills and exercises, and frequent word reviews for fixing the carefully standardized vocabulary. With maps of Spanish countries are found many suggestive scenes from those lands. The rules of pronunciation are distributed, not massed in a heavy introduction written only to be omitted.


This is a reprint of Part I of _The Report of the National Committee on Mathematical Requirements_ published first under the auspices of _The Mathematical Association of America, Inc._ in 1923, with an appendix which consists to a large extent of significant extracts from Part II of the report, and is issued as one of the Riverside Mathematical Monographs, edited by John Wesley Young, Cheney Professor of Mathematics, Dartmouth College.

To those who are familiar with the report nothing need be said, except that Part I and the most important parts of Part II are now accessible in a convenient form.

To those who are not acquainted with the report there needs only to be said that it covers the whole of secondary mathematics from the seventh school year to college entrance, and contains conclusions reached by the foremost thinkers in this line, and suggestions based on these conclusions.

One can hardly outline the report without giving a somewhat too long summary of its content. And while some of its suggestions are radical, it should be borne in mind that courses of study and treatises on the teaching of secondary mathematics based on the findings of this report are beginning to appear, and these cannot be properly appreciated unless one is familiar with the report.