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*Problems and theorems in analysis*, by G. Pólya and G. Szegő, Die Grundlehren der math. Wissenschaften, Springer-Verlag, Berlin and New York; Vol. I, 1972, xix + 389 pp., Vol. II, 1976, xi + 391 pp., \$45.10.

Pólya and Szegő, *Aufgaben und Lehrsätze aus der Analysis* was published first in 1925 as volumes 19 and 20 of the “yellow-peril” series. See Tamarkin [1] for a review. The inexpensive reprint in 1945 (Dover Publications) by authority of the U. S. Alien Property Custodian made the work widely known in N. America. The four Springer (German) editions through the latest (1970, 1971) are unchanged from the original except for the correction of minor errors.

The present volumes are a revised and enlarged translation of the 4th edition, vol. I translated by Dorothee Aepli and vol. II by Claude E. Billigheimer.

The work is one of the real classics of this century; it has had much influence on teaching, on research in several branches of hard analysis, particularly complex function theory, and it has been an essential indispensable source book for those seriously interested in mathematical problems. One can think of few books written more than a half century ago that would really be worth translating today. This one certainly was; of course some parts are a bit faded and dated, but much is fresh and exciting and will be consulted for years to come. The translators (whose work is first-rate), authors, and publisher deserve our praise for making Pólya-Szegő available in English to the ever widening set of mathematicians and students who no longer read German.

These volumes contain many extraordinary problems and sequences of problems, mostly from some time past, well worth attention today and tomorrow. Before embarking on my reviewer’s responsibility of evaluation and criticism, I want to emphasize, regardless of anything I say below, my personal enormous respect for the mathematics of Pólya-Szegő. This work was written in the early twenties by two young mathematicians of outstanding talent, taste, breadth, perception, perseverance, and pedagogical skill. It broke new ground in the teaching of mathematics and how to do mathematical research.