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中国中学数学课程史论 [*History of China's Secondary Mathematics Curriculum*]. 吕世虎 [Lü, Shihu]. 北京, 中国: 人民教育出版社 [Beijing, China: People's Education Press], 2013. 394 pp., (paperback), ¥36.20, ISBN: 978-7-1072-5974-6.

This is a very timely book, as over the past 10 years, Chinese curriculum reform has met with challenges and local and mainstream societal criticism. What kind of advantages and disadvantages exist in the Chinese curriculum and how should we reform it without losing our own strengths? The answer is unclear within professional circles. Attention from outside has been intensively captured in, for example, the ongoing ICMI STUDY 23, an important initiative carried out by International Commission on Mathematical Instruction (ICMI) that was launched in Macau, China in 2015. Also, the quadrennial international congress on Mathematical Education (ICME-14) will be hosted in Shanghai, China in 2020. Researchers, teachers, teacher educators, and policymakers within international mathematics education communities have become increasingly interested in mathematical curriculum and instruction in China. The high scores of Chinese students in TIMSS and PISA have attracted considerable attention, but little is known of the key features of Chinese curriculum and their underlying history and development. The book provides reflections from an insider perspective on changes in the Chinese mathematics curriculum over the past 150 years, comprising curriculum standards, textbooks, and assessment. Its content is detailed, systematic, and convincing. The modern history of mathematical content change is discussed in full. For that reason alone, the book deserves a careful reading by educators who wish to go deeply into the treasures of Chinese mathematics curriculum reform, and gain a nuanced understanding of the ideas behind the reforms in teaching mathematics as well as changes in curriculum planning, implementation, and assessment.

In terms of theoretical analysis, the book is mostly based on the Chinese language literature. Overall, the first weakness of the book is the lack of comparisons with other communities, making it hard to situate the “China identity” in an international context. For example, “new mathematics” stressing modular arithmetic, algebraic inequalities, bases other than 10, matrices, symbolic logic, Boolean algebra, and abstract algebra as critical historic events in curriculum reform in the world brought a dramatic change to the way mathematics was taught in American schools, Japanese schools, and in most

European countries, during the 1960s. But it had little impact on the Chinese curriculum due to the Cultural Revolution taking place at the time. The international features of Chinese curriculum reform could be made clearer by comparing them with those of Western cases.

The second weakness is the lack of any consideration of the ancient history of mathematics in China. The title “Modern history of China’s secondary mathematics curriculum” would be more appropriate, given this oversight. Methodologically, the third weakness is the failure to distinguish between historical materials, such as curriculum documents, textbooks, and key interview data, and the conclusions that are deduced from the argument. Some of the conclusions sound tentative and possibly subject to negotiation. The book fails to list important information and questions that would clarify what is needed for further research. The fourth weakness is that it lacks critical analysis. For example, it is necessary to present both supporting and opposing opinions and their counter-arguments in all historical periods. The discussions of both successful and failed experiences are not enough. Despite these shortcomings, in terms of curriculum reform process analysis, the book is well-structured, very informative, and provides a comprehensive account for those interested in the history of Chinese curriculum reform in mathematics.

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百年中国教科书论 [*One Hundred Years of School Textbooks in China*]. 石鸥 [Shi, Ou]. 长沙, 中国: 湖南师范大学出版社 [Changsha, China: Hunan Normal University Press], 2013. 249 pp. (paperback), ¥48, ISBN: 978-7-5648-1398-7.

This book takes an empirical approach to a discussion of school textbooks in selected subjects to reflect on the evolving development of education under