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Written in 1937 when the Thurman W. Arnold was a law professor at Yale, the *Folklore of Capitalism* is a puckish but serious critique of what he saw as the myths of capitalism. Summing up his book in the Preface, the author said, "By the folklore of capitalism I mean those ideas about social organizations which are not regarded as folklore but accepted as fundamental principles of law and economics." The book, which satirizes many beliefs of American laissez-faire society, was a best-seller and brought Mr. Arnold national attention.

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This book is the fruit of a symposium in honor of Ted Eisenberg concerning the growing divide between the mathematics community and the mathematics education community, a divide that is clearly unhealthy for both. The work confronts this disturbing gap by considering the nature of the relationship between mathematics education and mathematics, and by examining areas of commonality as well as disagreement. It seeks to provide insight into the mutual benefit both stand to gain by building bridges based on the natural bonds between them.

This book is designed to explain the technical ideas that are taken for granted in much contemporary philosophical writing. Notions like denumerability, modal scope distinction, Bayesian conditionalization, and logical completeness are usually only elucidated deep within difficult specialist texts. By offering simple explanations that by-pass much irrelevant and boring detail, *Philosophical Devices* is able to cover a wealth of material that is normally only available to specialists. The book contains four sections, each of three chapters. The first section is about sets and numbers, starting with the membership relation and ending with the generalized continuum hypothesis. The second is about analyticity, a prioricity, and necessity. The third is about probability, outlining the difference between objective and subjective probability and exploring aspects of conditionalization and correlation. The fourth deals with metalogic, focusing on the contrast between syntax and semantics, and finishing with a sketch of Gödel's theorem. *Philosophical Devices* will be useful for university students who have got past the foothills of philosophy and are starting to read more widely, but it does not assume any prior expertise. All the issues discussed are intrinsically interesting, and often downright fascinating. It can be read with pleasure and profit by anybody who is curious about the technical infrastructure of contemporary philosophy.

In Noether's original presentation of her celebrated theorem of 1918, allowances were made for the dependence of the coefficient functions of the differential operator which generated the infinitesimal transformation of the Action Integral upon the derivatives of the dependent variable(s), the so-called generalized, or dynamical, symmetries. A similar allowance is to be found in the variables of the boundary function, often termed a gauge function by those who have not read the original paper. This generality was lost after texts such as those of Courant and Hilbert or Lovelock and Rund confined attention to only point transformations. In recent decades, this diminution of the power of Noether's Theorem has been partly countered, in particular, in the review of Sarlet and Cantrijn. In this Special Issue, we emphasize the generality of Noether's Theorem in its original form and explore the applicability of even more general coefficient functions by allowing for nonlocal terms. We also look at the application of these more general symmetries to problems in which parameters or parametric functions have a more general dependence upon the independent variables.

As with most dynamic activities that are based on social and cultural contexts and rely on interactions, education is a complex and often ambiguous endeavor. Despite this complexity, scholars and educators are often required to find ways of defining and explaining what "good" teaching is and to incorporate these conclusions into teacher education. This book contains eight scholarly articles from various countries around the world and offers unique and up-to-date perspectives on relevant practices and pedagogies for teachers' professional education and development. In this international book, it is argued that there is a significant inspiration and enrichment to be gained by investigating the policies and practices of teacher education systems from all over the world.

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