form of the seven instead of the lambda form which is commonly supposed to be the earlier one, and this is true, it may be said in passing, not only of the manuscript from which Mr. Hill has taken his illustration, but also the other Escorial manuscript of the same work. Likewise the upright four, which we ordinarily think of as due to the Florentines of the fifteenth century, who indeed had much to do with establishing it, is shown to have been used in the thirteenth and fourteenth centuries by English scribes and early in the fourteenth century by the Italians, probably Florentine monks, and quite commonly in the fifteenth century by writers of English manuscripts.

What strikes the reader as most gratifying is that Mr. Hill has brought to the problem a perfectly judicial mind; he has no thesis to defend; he is advocate for no party to any controversy; he is the scholar seeking absolute truth. To his researches, to his patience, to his care in weighing evidence, all who have an interest in the history of mathematics are quite as much his debtors as those whose fields of interest are in the lines of numismatics and paleography.

DAVID EUGENE SMITH.

Introduction to Infinitesimal Calculus. By G. W. CAUNT. Oxford, The Clarendon Press, 1914. xx+568 pp.

THIS book is an attempt to present the calculus in a way that will appeal to students of engineering. The author expresses a hope that he has made the book rigorous enough to satisfy the instructor in a first course in calculus for a student in pure mathematics. This seems to be rather an exception, most texts being written for the pure mathematician, or at least chiefly from his viewpoint. The subject matter is that usually found in the texts on calculus with the addition of a chapter on differential equations, and the author presents the subject from the viewpoint of the engineer. The book is written for a first course in calculus and is arranged for a minimum amount of analytic geometry to precede it. The author usually introduces a subject by means of a number of illustrative numerical examples worked out in detail, thus leading the student into a subject by means of his interest in the purpose it serves. This use of numerical examples, completely solved out, prepares the student of engineering to make use of his mathematics in his engineering courses. Too often a