The practical part of the book starts out with six problems illustrating the six types of equations. Five of these might well be placed in the next chapter, which contains eleven problems "concerning ten." In each of these sixteen exercises, the number ten is to be divided into two parts according to to some specified condition: for example, the product of the parts divided by their difference equals five and one fourth. Then follow seven collections containing forty-eight examples in all. Half of these are "problems of the squares"; such as, one more than one third of a square multiplied by one more than one fourth of the square equals twenty. Another group of five questions about soldiers involves arithmetical progressions. There are also "problems of commerce," "problems of the gifts," and others concerning our old friends the couriers, who have, by various methods of travel, been pursuing one another so industriously through the pages of algebra textbooks for centuries. After a formal statement that the end of the book of "chéber y almocábala" has been reached, there are appended a problem involving an arithmetic progression and also three meager rules for the solution of the three types of the complete quadratic.

E. B. COWLEY.

First Year Mathematics. By GEORGE W. EVANS and JOHN A. MARSH. New York, Chas. E. Merrill Company, 1916.

As its name indicates, this work is intended for use in the first year of the high-school course, and is a correlation of elementary algebra, plane geometry and the fundamental ideas of coordinate and locus.

In Chapter 1, simple equations in one unknown are introduced as a means of abbreviating arithmetical processes, with applications to ratio, linear and angular measurement, valuation problems, angles and angle relations and circular measurement. It may be noted that the term "stripe" is introduced in this chapter to denote a pair of parallel lines. Also, that it is pointed out in detail that precision of measurement is indicated by the number of significant figures in the result rather than by the number of decimal places. In explaining negative quantities the historical method is followed by assigning to the negative the primitive idea of a shortage to be made up, or caused to disappear, by the addition of a quantity sufficient to cover the shortage. The