

restore and not to amend the original. Such a text-book, rejecting the pernicious dogma of Euclid's infallibility and more adapted to the purposes of elementary instruction, is still a desideratum in our schools, but for an exposition of Euclid's Elements as generally understood, this book has some novel and important merits.

Mr. Isbister's improvements in presenting the subject are undoubtedly consequent upon the lively conception he has of the special difficulties that beset beginners in ratiocination, and he has throughout treated the subject as one long lesson in reasoning. To this end he has exerted himself so to divide and subdivide, to arrange and group the forces at his command, so to *uniform* them as it were, that with a very moderate exercise of his intelligence the pupil may be got to understand the position to be assaulted and the right method to carry it.

The book, it may here be repeated, is for the higher classes in schools and colleges, but the method is not beyond beginners. The text, as stated in the title-page, is based on that of Dr. Simson, but the alterations introduced have been confined chiefly to arrangement. The following are the chief:

1. The references to previous propositions and definitions are collected after the enunciations.

2. In describing the figures, the parts which are given in the enunciation are represented by dark lines, and those which are added in the course of the demonstration by dotted lines.

3. In the demonstration the several steps of the proof are arranged in a logical form by giving the premisses and the conclusion always on separate lines; the construction and demonstration are distinguished by separate headings; and as a further aid to the student the enunciations are broken into paragraphs, and the demonstrations into corresponding divisions, wherever the proposition consists of more than one case.

4. The lines are printed so as to commence uniformly from the side of the page; every conclusion is indented, and the applicable part of it printed in italics; the final conclusion and the thing to be proved or done stands out prominently from the rest of the page in bold Clarendon type.

The value of this arrangement and method of printing must be obvious, and a consistent

and careful use of the book, would, we think, smooth difficulties often encountered by pupils in "The Intermediate Class."

The notes are brief, but very much to the point. There is also a very good classified index of the propositions in each book. There is also a capital appendix, useful to assist teachers in reviewing their classes and to aid the student in the work of self-examination. In a word, we may say that the work is *Pott's* improved.

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ARITHMETIC FOR PUBLIC SCHOOLS [Royal Canadian Series]. Toronto: Canada Publishing Co. (Limited.)

A PRACTICAL ARITHMETIC, by G. A. Wentworth, A.M., Prof. of Mathematics in Exeter Academy, and Rev. T. Hill, ex-President of Harvard. Boston: Ginn, Heath & Co.

WE regard both these treatises as being well adapted in most respects to the wants of public schools. The former, one of the issues of the Royal Canadian Series, addresses itself to beginners, and is written with the intention of "covering the ground which is usually traversed by the pupil before entering the High School." As a lucid and practical manual of Arithmetic, suited for Canadian schools, the work will take a creditable place among the text-books on the authorized lists of the Department. Exclusive of the answers, it consists of 208 pages; and when we say that within this compass is contained upwards of two thousand three hundred problems, ranging from the simple rules through factoring, fractions, concrete quantities, decimals, percentage, measurements, and bills or accounts, it will be seen how intensely practical is the work. In many respects the plan of this arithmetic is quite novel, but all the departures from the beaten track have been suggested to the author (we are informed) either as the result of his own experience, or of that of others who stand high in the profession.

The Practical Arithmetic by Profs. Wentworth and Hill is intended for the use of pupils "at least twelve years of age." As a treatise in the hands of *teachers only*, and for the purpose of testing pupils of High Schools in the advanced rules, it will serve an admirable purpose. The chief objection to its use in this way lies in the fact that no answers are given to the exercises.

Both works are well bound, printed on excellent paper, and are highly creditable to their respective publishers.