also a number already familiar to the teacher. In selecting these the author has, he believes, in every case rigidly adhered to the rule, adopted by Todhunter, Colenso, and others, of not inserting a problem unless it had already appeared in at least two British authors—in which case it is to be regarded as common property.

Recognizing the fact that very many of the pupils of our common and grammar schools study with the view of completing their education at some one of our excellent Canadian universities, the author has, at the end of the book, introduced a collection of problems and theorems, embracing among others all or nearly all of the pass and honor work in algebra which has been given on the examination papers of the university of Toronto during the last eight or ten years. These will serve to shew the pupil the style of questions he is expected to answer at our universities, and will, at the same time, in a measure prepare him for his examinations.

As no teacher would think of introducing his pupils to arithmetic without, to some extent at least, first drilling them in notation and numeration, so no intelligent teacher will neglect to drill his pupils in *algebraic notation and numeration* before introducing them to the ordinary rules. The teacher is respectfully referred to exercises ii, iii, and iv, and is recommended to extend and continue these until his pupil is thoroughly and practically acquainted with the definitions.

Well knowing the great inconvenience to both teacher and pupils of inaccuracies and mistakes in a work on algebra, the author has subjected this treatise to a searching revision ; and he believes that the few corrections marked on the back of the title page are the only errors in the