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ability. He seeks to dispel the myth concerning the advantages of the student who works his way through college. But almost as important as is its content is the fact that it promises to win a reading from the high-school boy to whom it is addressed.

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Mathematics in the junior high school. — The first book in this series is a course in arithmetical calculation. It contains a wealth of business applications and the simple elements of bookkeeping, but omits much of the customary business arithmetic that the pupil cannot understand and for which he sees no real need. The graph and some work in formulas are introduced.

Mensurational arithmetic is the basis of the second course. The usual formulas are developed. There is much construction work with ruler and compass. Relations between angles in polygons and in parallel lines are worked out. Such material is not only concrete but interesting and valuable to the pupil. Although it is for the most part a geometry, the book contains some considerable practice work in arithmetic. Algebraic processes are also introduced with the study of formulas.

The third book is largely algebra, with the geometry used to illustrate the processes, and some trigonometry in applications. The last chapter takes up some demonstrative geometry with complete proofs of several theorems to prepare the way for future logical geometry.

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Ninth-year mathematics. — The course of study submitted by the authors of a recent textbook in mathematics is based upon the assumption that the mathematics of the ninth grade will be the last year required. Hence, they aim to include "all the fundamental mathematical notions" which can be taught in one school year and to the children of that grade of maturity. They have included the use of letters to represent numbers, the use of the simple equation, the construction and evaluation of formulas, the finding of unknown distances, tables and graphs, because of the "social worth." In eliminating a large amount of meaningless manipulations, such as is usually found in courses in algebra, they hope to increase the "training value" by substituting for this work a large amount of problem solving.

Among the special features of the course are careful explanations, timed practice exercises, and a chapter on statistical tables and graphs.


2 This and the following reviews were contributed by E. R. Breslich, University High School, University of Chicago.