



Review

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Notation." . . . So much for Arithmetic, but we cannot refrain from quoting one more passage: "(E) A narrow strip of ground railed off and carefully levelled, for investigating the properties of Asymptotes, and testing practically whether Parallel Lines meet or no: for this purpose it should reach, to use the expressive language of Euclid, 'ever so far.' This last process of 'continually producing the lines' may require centuries or more; but such a period, though long in the life of an individual, is as nothing in the life of the University." Miss Cunningham has done her work well, and this volume will not only give the reader much useful information, but a good deal of innocent enjoyment.

Experimental and Theoretical Course of Geometry. By A. T. WARREN. Pp. iv, 259. (Clarendon Press.)

Mr. Warren's excellent course has had more than a *succès d'estime*, for in a few months it has reached a second edition. The author has taken the opportunity of including all the propositions required according to recent changes of regulations for Pass examinations at the Universities. He has also introduced references to the corresponding articles in the Experimental course, so that the experimental course may be read *pari passu* with the present volume.

Constructive Geometry, being steps in the synthesis of ideas regarding the properties and relations of geometrical figures; arranged for a first year's course in science. By J. G. KERR, LL.D. Pp. 121. 1s. 6d. 1904. (Blackie.)

This is a well thought-out introduction to geometry, in which, according to the plan adopted in the teaching of to-day, geometrical notions are built up in the same way "as that followed in dealing with the elements of chemistry or physics." There is more effort than in most of the books we have seen to make the pupil reason about properties and to deduce fresh results. In the hands of a skilful teacher it should go far to produce the habits of enquiry and thought, without which real progress in the higher branches of the subject is more than doubtful.

New School Arithmetic. Part I. By C. PENDLEBURY, assisted by F. E. ROBINSON. Pp. viii, 206, xxi. 2s. 6d. 1904. (Bell.)

It is eighteen years since Mr. Pendlebury's Arithmetic was published and at once took a place among the most popular books in the market. The recommendations of the Committee of the Mathematical Association as to the teaching of the subject are the immediate cause of a revised issue of this textbook. Among the more striking features of this new edition is the prominence which is rightly given to the Metric system of Weights and Measures. The new method of multiplication and the Italian method of division are taught from the outset, as is the additive method in subtraction. The utility of rough approximations as an initial stage in the working of a problem is insisted on from the first. The decimalising of money is inculcated in the commercial sections of the book, and we are glad to see that the authors are not afraid of using an algebraic symbol when it is an advantage to do so. We need only say that Mr. Pendlebury has long secured his place, and we rather imagine he will keep it.

Longmans' Senior Arithmetic for Schools and Colleges. By T. F. G. DEXTER and A. H. GARLICK. Pp. ix, 554. 1904. (Longmans.)

We feel that this Arithmetic will be very popular in Training Colleges and similar institutions. Types of every imaginable kind of question are worked out, and but few difficulties are left for the student to ponder over, except in the sets of problems which follow the chapters or sections. The number of examples is appalling. There are plenty of questions on the theory of the subject, an example which might well be followed in other manuals. There is a chapter on logarithms, and the author also deals with elementary mensuration of the circle, cone, and pyramid. The following may be taken as an instance of the expositional power of the authors:—"The detection of misplaced terms. Students when working problems from an arithmetic, fail sometimes to get the right answer. Some then 'dodge' for the answer by 'trying it another way,' i.e. they change the order of their terms. There is no need to indulge in this reprehensible practice