

dence. Let me say that mathematical correlation is now, and for a dozen years has been, a part of the systematic plan for mathematics in The University High School, and that as I do none of the teaching here myself, I very freely invite any of you who care to see it, to visit us at any time. I am almost ready to assure you that you will see correlation, if you can recognize it on sight, any day, and that if you will let it be known that correlation is what you came to see, you will not have to go away disappointed. Finally, you are hereby invited to visit our work at any time, and you will not be required to express your opinion of it for either private or public use, but you may understand that we willingly grant you the privilege to any use of it you may care to make, either public or private. I thank you.

MATHEMATICAL NOTE.

The United States Bureau of Education at Washington has recently issued Bulletin 1915, No. 39, by Dr. I. L. Kandel, on *The Training of Elementary School-teachers in Mathematics* in the countries represented in The International Commission on the Teaching of Mathematics. This is issued with the co-operation and under the direction of the American members of the International Commission on the Teaching of Mathematics, Professors D. E. Smith, W. F. Osgood and J. W. A. Young.

This Bulletin shows the excellent preparation of teachers of elementary mathematics in several of the leading countries in contrast to the meager academic preparation in certain other countries. It is sure to be of interest and value to all who have to do with elementary education in mathematics in the United States.

A METRICAL TRAGEDY.

In the *Scientific Monthly*, December, 1915, Dr. Jos. V. Collins presents in an able and interesting article the good points in the metric system and the great advantages that would accrue to this country if the metric system were adopted. Among the ten good points mentioned are these: The metric units have uniform self-defining names; every reduction is made almost instantaneously by merely moving the decimal point; there are only five tables in the metric system proper; the subject is so much easier for children that a conservative expert estimate of the saving is two-thirds of a year in the child's school life; every ordinary practical problem can be solved conveniently on an adding machine.

After elaborating some of these points of excellence, Dr. Collins discusses the reasons why the metric system has not been adopted in the United States, and indicates how the change can be made, and how the cost of the change is counterbalanced by greater efficiency and economy in the commercial and manufacturing industries.

H. E. C.