



Review

Source: *The Mathematical Gazette*, Vol. 8, No. 121 (Jan., 1916), p. 227

Published by: Mathematical Association

Stable URL: <http://www.jstor.org/stable/3602733>

Accessed: 21-01-2016 10:41 UTC

Your use of the JSTOR archive indicates your acceptance of the Terms & Conditions of Use, available at <http://www.jstor.org/page/info/about/policies/terms.jsp>

JSTOR is a not-for-profit service that helps scholars, researchers, and students discover, use, and build upon a wide range of content in a trusted digital archive. We use information technology and tools to increase productivity and facilitate new forms of scholarship. For more information about JSTOR, please contact support@jstor.org.



Mathematical Association is collaborating with JSTOR to digitize, preserve and extend access to *The Mathematical Gazette*.

<http://www.jstor.org>

be squeezed out unless it is at a distance from O less than $r \operatorname{cosec} \alpha$." Many corrections have to be made in this before any sense can be made of it. A full solution of the problem thus concealed by language is given in the text.

Lessons in Geometry. By CHARLES M'LEOD. Pp. 507. 1915. (Aberdeen, The University Press.)

Elementary Geometry. By W. E. PATERSON and E. O. TAYLOR. Pp. 327. Part I., 1s. 8d.; Part II., 1s. 8d. 1915. (Clarendon Press.)

In the eighty lessons and six appendices contained in his book, Dr. M'Leod has given us an exceedingly interesting and stimulating account of his subject. The work has a wide scope; the course of geometry is complete from the very beginning, and by the time the last appendix has been mastered, the reader has been through the whole of the ordinary elementary work in plane and solid geometry, in plane trigonometry, in logarithms and in mensuration, and has also learnt something about conic sections and derivative functions. A large number of examples is provided. A paragraph from the preface explains the use to which the book may be put.

"With junior pupils the book requires the guiding hand of the teacher. Young teachers may find in it suggestive hints from an old hand. More advanced pupils may derive profit from reading through its pages on their own account."

This estimate is more than justified by an examination of the book. Any teacher of elementary mathematics would find it useful to him, and one can hardly imagine a better text-book for a student who is beginning the study of geometry somewhat late in his educational career.

The book by Messrs. Paterson and Taylor is a school text-book on the usual lines. It presupposes a preliminary course, and is specially adapted to follow Mr. Taylor's *Introduction to Geometry*, also published by the Clarendon Press. The proofs of the first eleven theorems are placed in an appendix and are not to be learnt till some considerable number of the succeeding theorems have been mastered. A special feature of the work is that it is divided into Chapters, not into Books. The Theorems (of which there are 77) are thus numbered consecutively, and the same method is used with the Problems. The proofs are sometimes given in outline only, and the book is quite in the fashion in the number of question marks and inconclusive paragraphs which it contains. The printing is good, and the volume would be found quite workable as a text-book for classes which are being taken through the ordinary elementary course in Plane Geometry.

A First Book of Arithmetic. By S. LISTER. Pp. 258. 1s. 6d. 1915. (Macmillan & Co.)

This handy little book is one of the series called "First Books of Science." It will meet the requirements of any teacher who is looking for a guide for his pupils through a not over-elaborated course of Arithmetic. A special feature of the earlier chapters is the large amount of ground covered without using either long multiplication or long division. The book is essentially a "First Book," and does not deal with compound interest, stocks and shares, contracted methods used in approximation, and the like. Letters are used for numbers wherever such a course is advisable. The large clear type used for numbers is a good feature of the book.

A Review of High School Mathematics. By W. D. REEVE and R. SCHORLING. Pp. x+70. Price 40 c. 1915. (University of Chicago Press. Cambridge University Press.)

The authors of this book are instructors in Mathematics in the University High School of the University of Chicago. The "review" consists of a number of questions covering the courses for the first and second years in Algebra and Geometry, and for the third year in Algebra. These questions are all of a straightforward kind, and enable one to get an idea of the programme of work in the school in which the authors teach. A tentative scheme for a shorter course is outlined at the end of the book; this course and the review questions in the body of the work will be of interest to any English sympathiser in the authors' "effort to initiate a plan for the standardisation of high-school mathematics."

T. M. A. COOPER.