HARRAP

AN INTRODUCTION TO CO-ORDINATE GEOMETRY

W. S. CATTO *and* F. J. H. WILLIAMS

" The authors wisely insist on graphical illustration throughout, thereby stressing the geometrical aspect of the work while the alternative proofs of theorems give added scope and facility in analysis. The circle work is most thoroughly done and deals with the general equation to the circle. Examples and revision exercises are copious. . . . We can cordially recommend Messrs. Catto and Williams' book for adoption in Secondary Schools."

Scottish Educational Journal.

212 pages. 4s. 6d.

MATHEMATICS FOR MODERN SCHOOLS

T. H. WARD HILL, M.A.

"ʃThese are the first two books of an attractive and stimulating series. . . . The books follow the modern custom of presenting the unity of mathematics by refraining from separating it into various branches which demand independent treatment. The pupil is thus enabled to learn arithmetic, geometry, mensuration, and algebra concurrently, and to be brought to see the relationship between these separate disciplines. . . . These books are likely to become popular among pupils of secondary schools."

Times Educational Supplement.

Book I. 272 pages. 6s.
Book II. 312 pages. 6s. 6d.
Books III and IV in preparation.

MATHEMATICAL HANDBOOK FOR SIXTH FORMS

E. W. BURN, M.A.

" Mr. Burn's book is not a textbook ; it is a compendium of mathematical results which the specialist in the subject should have compiled for himself in the course of his work. To the student who wishes to have all formulae in a compact form, we can commend this compilation."

Scottish Educational Journal.

164 pages. 3s. 6d.

All prices subject to revision.

182 HIGH HOLBORN, LONDON, W.C. I

NEW SYLLABUS ALGEBRA

C. O. TUCKEY & W. ARMISTEAD

The *New Syllabus Algebra* has been planned to provide a course of Algebra based on the suggestions of the "Jeffery" Report of 1944. It is intended for schools which have adopted the new alternative syllabus in elementary mathematics and are aiming at the alternative papers now being set in almost all School Certificate examinations. The chief changes introduced are three in number : reduced stress on skill in manipulation combined with increased stress on understanding of the ideas involved ; the unification of algebra with the other parts of elementary mathematics ; greater stress on functionality. The first of these has made it possible to arrange the course according to the types of function to which various manipulative processes, introduced only when needed, are being applied. This, with the early stress on gradient and derivation, covers the third change mentioned. The second has been continually borne in mind and has led to the book being more arithmetical and decidedly more geometrical than algebra books of the older type.

With answers, 5s.

Without answers, 4s. 6d.

CAMBRIDGE UNIVERSITY PRESS

Bentley House, 200 Euston Road, London, N.W. I