and articulated than they were in the old text and workbook. Illus-
trations of action problems are excellent. The size of pictures has
been increased. Devices and symbols for providing answers have been
changed and are less confusing to pupils.

8. Test pages are extremely well placed and will be much more use-
ful in evaluation of pupil learnings than those provided in the older
material.

9. The mathematical expressions have been improved. For example,
statements such as "2 rabbits + 3 rabbits = 5 rabbits" represent an
unfortunate mixture of the mathematical and concrete and have been
eliminated.

10. Suggestions for use of manipulative materials have been sub-
stantially improved.

While the course in Seeing Through Arithmetic, 2 may appear to be too
heavy to some, it offers a new and exciting challenge to those
children who in the past have become bored with repetition and to
teachers who said that the Grade II courses do not offer enough.

SOME PUZZLES TO PONDER

1. The midpoints of each side of an equilateral triangle are joined,
forming a smaller triangle; the midpoints of the sides of this
smaller triangle are joined, forming a third triangle; etc. What is
the total perimeter of all the triangles which can be formed in this
way if the length of the side of the original triangle is 1?

<div align="right">(Answer: 6)</div>

Bryant, Steven J., Graham, George E., and Wiley, Kenneth G., Non-
routine Problems in Algebra, Geometry and Trigonometry. New York:
McGraw-Hill Book Company, 1965, p.3.

2. If $(x - a)(x - 10) + 1$ can be written as $(x + n)^2$ where a and n
are integers, what are possible replacements for a and n?

<div align="right">Answer: $(8, -a)$; $(12, -11)$</div>