A FIRST COURSE IN ALGEBRA

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A First Course in Algebra by Frederick C. Kent

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FREDERICK C. KENT

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Trieste

KENT'S FIRST COURSE IN ALGEBRA

Refer to pages

REASON FOR THE BOOK

The solution of problems difficult or impossible to solve by arithmetic is one of the chief aims of algebra. Hence Professor Kent has chosen as the central idea for his book the earliest possible introduction of the equation and its almost immediate application to the solution of such problems. 43-66 97-129

New terms and principles are skillfully introduced as soon as they are needed to further the development of the equation, but no terms are defined or introduced until the pupil is ready to use them.

ARRANGEMENT OF THE SUBJECT MATTER

The order of topics is such as to give the pupil at the earliest possible moment preparation for working practical problems of genuine interest because of their bearing on everyday life. Thus little time is wasted on work which has even the doubtful value formerly accorded to the type of problem known as "mental gymnastics." 4-6 9-10 29-32 etc.

CORRELATION WITH OTHER BRANCHES

The vital connection between arithmetic, algebra and geometry is clearly demonstrated.

CORRELATION WITH OTHER BRANCHES—*Continued.*	Refer to pages
The processes of algebra are deduced from arithmetic by steps plainly indicated and easily followed and the facts of geometry are the basis for many of the problems of algebra.	1, 13 15, 16 53, 225 etc.
AMPLE WRITTEN AND ORAL DRILL EXERCISES	
The exercises in purely manipulative work, given only where necessary to explain and fix a principle, are confined to the simplest instances, only sufficiently complex to show the real nature of the process.	33, 99 121, etc.
Oral exercises are given when their presence is of distinct value in developing the problem at hand, or when desirable for review.	19, 98 242, etc.
KIND OF PROBLEMS USED	
Antiquated and stereotyped problems of another class have been eliminated, and bright, timely and interesting problems substituted.	
The problems given here stimulate the pupil to active interest by impressing him as being well worth while. They deal with practical subjects seen in school or at home, or with trades or professions likely to be followed by the average boy or girl upon leaving school.	65, 126 162, 219 239, etc.
REVIEW EXERCISES	
At the close of each chapter there are ample review exercises, calculated to fix firmly in the mind of the student the principles mastered in the body of the chapter.	24-28 64-66 203-206 etc.

	Refer to pages
THE NOTATION USED	
The symbols for notation familiarize the student with the application of algebra to other subjects. A varying system of notation is used for the purpose of stimulating the pupil to recognize and solve as readily an equation in another lettering as in x and y.	111, 132 210, etc.
SIMPLIFICATION OF FACTORING	
Factoring is simplified by the use of short, concise explanations, admirably illustrated by brief but well selected written exercises.	103, 109 119, etc.
EARLY INTRODUCTION OF QUADRATICS	
Quadratic equations are introduced in the sixth chapter, rather earlier than in the older texts, and factoring has been applied to their solution.	97-129
CHECKING RESULTS	
Insistence is made upon the checking of results. Persistent attention to this matter will reduce greatly the percentage of inaccuracy. Methods of checking are explained and illustrated.	34, 48 72, 158 etc.
AS PREPARATION FOR COLLEGE	
For the student planning to attend college the book provides ample preparation. In addition to college requirements the recommendations of the different committees and associations of mathematics teachers have been carefully met.	

FOR PUPILS NOT GOING TO COLLEGE

Those who are unable to attend college will find Kent's Algebra excellent preparation for a business career, since the problems and exercises touch upon and open up so many avenues of thought bearing on the practical business life which such pupils are soon to enter.

Refer to pages

22, 50
161, 205
217, etc.

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