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That there has been and still is an unrest among thoughtful high school teachers of mathematics is manifest. This problem certainly exists: How are we to adapt the courses in algebra and geometry to the experiences of high school students, in order that these may contribute to their broader development in both a cultural and a practical way? On the one hand we have the student who is preparing for the university and on the other hand the student whose school life ends with the high school or who, going on to the university, will not continue the subject of mathematics. The one who would solve this problem must have these two classes in view, and the solution for the one must be the solution for the other since it is only in the largest schools that distinction can be made by having separate classes, even if it were advisable.

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