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## SUPPLEMENTARY EDUCATIONAL MONOGRAPHS VOLUME 7-8 (PAPERBACK)



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Rarebooksclub.com, United States, 2013. Paperback. Book Condition: New. 246 x 189 mm. Language: English . Brand New Book \*\*\*\*\* Print on Demand \*\*\*\*\*.This historic book may have numerous typos and missing text. Purchasers can usually download a free scanned copy of the original book (without typos) from the publisher. Not indexed. Not illustrated. 1918 edition. Excerpt: .Suppose I have the problem of finding the factors of  $6a^2 - jx - 20$ . Instantly I recall that the first term,  $6x$ , was obtained by multiplying two terms (the first term of each factor). The decision follows at once that these terms must be either (i)  $3a$ ; and  $2x$ , or (2)  $6x$  and  $x$ . Automatically comes the schematic form, with which I react habitually:  $(31) (2)$ . I examine the last term of the trinomial to find the probable second term of each factor; the recognition follows that the possibilities are  $i0$  and  $2$ , or  $4$  and  $5$ , or  $20$  and  $i$ . I test my first hypothesis: that  $i0$  and  $2$  with the proper signs may be the number sought. To do this I complete the schematic form stated above, giving  $(3a; i0) (2 2)$ . But through the visual imagery suggested by the curved lines I see that this arrangement could not give as the sum of the crossproducts the middle term-- $jx$ . Instantly I interchange the  $10$  and the  $2$ , giving  $(3 2) (2S 10)$ . Similarly checking shows that the trial of this lead is false too. I try again, visualizing the factors of the second term, as  $4$  and  $5$ , with the proper signs attached. Checking this again by reference to the visual scheme  $(3 4) (25 S)$ , I recognize that the sum of these cross-products could be-- $jx$  if the  $15a$ ; were negative and the  $Sx$  positive. Thus I affix the signs, giving  $(3+4)(2-5)...$



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