

100 Years ago in The American Mathematical Monthly

In the February number of *School Review* Mr. J. H. MINNICK of Horace Mann High School, Columbia University, reports on “A comparative study of the mathematical abilities of boys and girls,” based upon the work of 150 boys and 243 girls in the Bloomington (Indiana) high school during the four years beginning September, 1906. Their relative achievements in English, history, language and science were also tabulated and certain definite conclusions were reached by the author. Taking into account the whole student body, the girls are the equals of the boys although they do not excel to the same degree in mathematics as in some other subjects, especially in language and English. Among the retarded students, mathematics has given slightly more trouble to girls than to boys; mathematics is evidently a slightly stronger factor in the elimination of girls than of boys. Measured by ability to achieve, mathematics is about as well suited to girls as are history and science.

Excerpted from “Notes and News” **22** (1915) 139-142.

SCOTT: Perhaps replace “retarded” by “[weaker]”. I personally don’t think this term is offensive in this historical context, since it does not refer to developmentally disabled people, but others may.