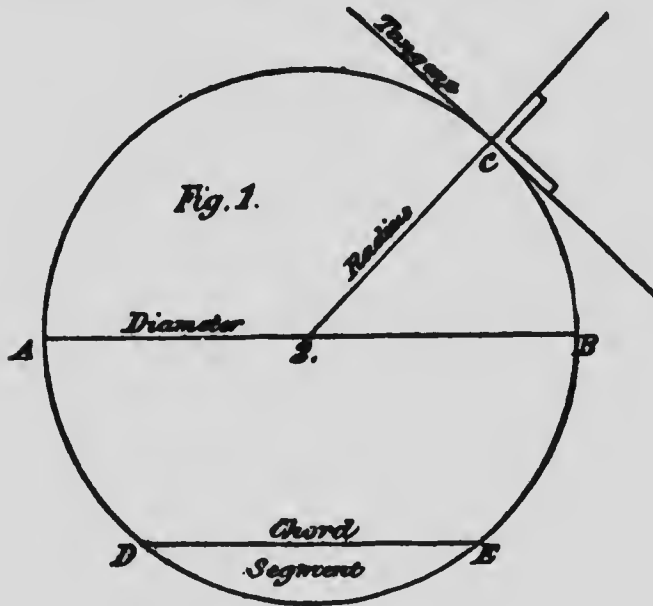must always be borne in mind, however, that the young
fellow who enters a shop, fully equipped with a knowl-
edge of general mathematics and geometry, is in a
much better position to solve the work problems that
crop up daily, than the one who starts work without
such equipment. If, however, the latter fellow be a
boy possessed of courage and perseverance, there is no

Fig. 1.

reason why he should not "catch up"—even over-
take—the boy with the initial advantages, for what is
then learned will be more apt to be better understood,
and more readily applied to the requirements of his
work. To assist him in "catching up" with his more
favored shopmate, I propose to submit for his benefit
a brief description and explanation of what may be
termed "Carpenter's Geometry," which will be quite