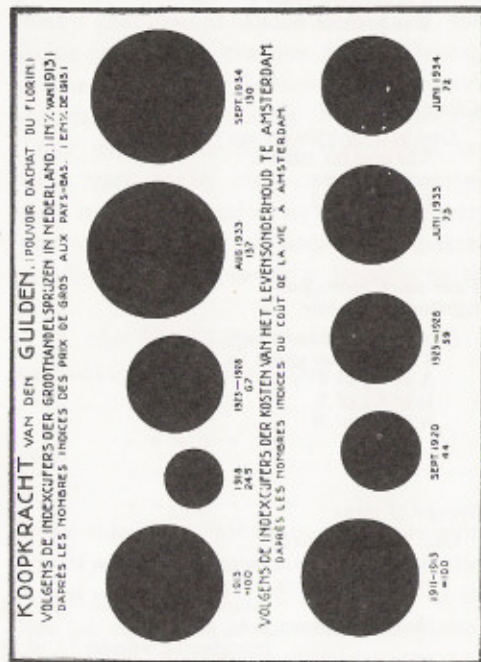


more clearly, the numbers have not to be made into round numbers as in the ISOTYPE system." Yes, that is true, but nobody is able to see that. It will be necessary to take a measure and to see how long the side of the square is, if it is  $a$ , this has to be taken  $a$  times, that is the right size of the plane. But what is this hard work for—the work of the designer and of the on-looker? Why not give the number itself? Such squares have no teaching-quality at all—certainly no teacher has made this poor invention. Without a doubt it comes from a person who is not able to get the 'square' of the square miles or square metres out of his head.

The comparison of circles is as hard for the eye as the comparison of squares (see Picture 34). Unlike the square, however, the circle has one attraction: the division by lines with the middle point of the circle as a meeting-point (see Picture 35). By a comparison of the angles formed in this way the relations of the parts may be seen. But what if the question is to make a comparison of two such angles and the planes between them in two different circles of different size? Take a smaller

Example of bad system: circles of different size



PICTURE 34