

Future Studies Workshop

Last March, a group of math and science teachers participated in the "Future Studies Workshop" held at the Mathematics and Science Centre in Richmond, Virginia. The instructor was Dr. Cathy A. Kass, director of gifted education at Oklahoma City University. One area of emphasis was problem solving during change and transition in education and society. In another area of emphasis, a sociodrama examined the impact of the computer in the classroom and its effects on students, parents, administrators, and teachers.

Participants went on an "excursion into the future" by imagining what each would be doing in the year 2010 and what each would have accomplished in the years since 1984. Students need to develop certain sets of skills in order to meet the challenges of the 1990s. Some of these skills are in the following areas: computers, communication, creative problem solving, inventing, negotiating, planning and forecasting, research methods, self-directed and experiential learning, learning to "play your own game," and knowing how to exit games imposed by others.

Editor's Note: Thanks to *The Great Circle* 16, no. 3 (May 1984), published by the Greater Richmond Council of Teachers of Mathematics for this item. How many of these skills sets can be mathematized and introduced into classroom problem-solving activities?

Tryout

Look for patterns in the answers:

$$\begin{array}{r}
 1 \times 8 + 9 = \\
 12 \times 8 + 9 = \\
 123 \times 8 + 9 = \\
 " \quad " \quad " = \\
 " \quad " \quad " = \\
 " \quad " \quad " = \\
 123456789 \times 8 + 9 =
 \end{array}$$

$$\begin{array}{r}
 0 \times 9 + 1 = \\
 1 \times 9 + 2 = \\
 12 \times 9 + 3 = \\
 123 \times 9 + 4 = \\
 " \quad " \quad " = \\
 " \quad " \quad " = \\
 " \quad " \quad " = \\
 123456789 \times 9 + 10 =
 \end{array}$$

—from the South Dakota Council of Teachers of Mathematics *Newsletter*, Fall 1983.
