Letters to the Editor

Dear Sir:

After reading the article "Flow Charting and Mathematics" in the April issue of *Delta-K*, I finally decided to try this technique with a Grade VIII option class. The students had been experiencing some difficulty in the solution of problems, and analysis showed invariably the problems stemmed from the inability to solve an equation.

The topic of flow charting was introduced and discussed and, as is usual, students made flow charts for the completion of everyday tasks with very little difficulty and a great deal of individuality. Finally, we tackled the problem of flow charting for the solution of equations, and the final product is enclosed.

This chart is by no means complete nor necessarily accurate in every respect, but all the decisions which had to be made were selected by the students, as were the operations involved, and the color code, except in some cases for the use of the symbolism.

I have found that this type of procedure definitely assists students in doing this type of work. It is not very long before they begin simplifying the chart and combining various steps, so the chart eventually becomes a useful tool for "troubleshooting" rather than a crutch on which they have to lean.

Yours truly,

T. Cooke, Math Instructor
Eaglesham School
Eaglesham, Alberta.

Editor's note: Teachers who would like a copy of Mr. Cooke's flow chart should contact him c/o Eaglesham School.

Dear Sir:

In the April 1972 issue of *Delta-K*, there was a review of *Mathematics For A Modern World*, Book 1. The reviewer mentioned that Book 2 was in preparation. This book is now available and I am forwarding a copy under separate cover. I trust that you will pass this copy on to the anonymous reviewer with my compliments.

We have a number of new mathematics publications which I am sure would be of interest to the members of the Mathematics Council, ATA. I am wondering what procedure should be followed in order to get materials reviewed. At the present

time, we do forward a copy of every new Canadian publication to the Edmonton office of The Alberta Teachers' Association for review purposes. However, I am wondering whether it might not be more appropriate to send titles of specific interest to the editors of the subject councils for review in the individual journals.

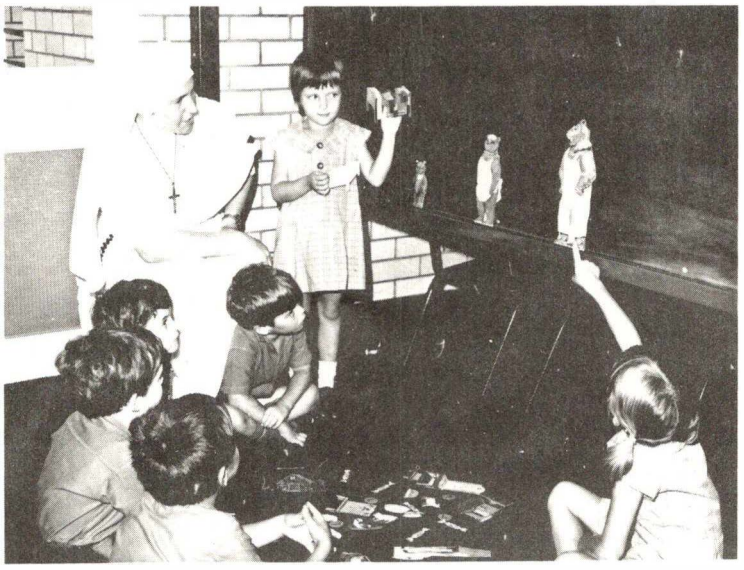
I thank you for your cooperation and look forward to hearing further from you.

Sincerely,

E.D. Lucas, Western Sales Manager
Gage Educational Publishing Limited

Editor's note: Teachers interested in reviewing *Mathematics For A Modern World*, Book 2, or any of the other materials alluded to by Mr. Lucas, should contact the Editor.

TWO AND TWO EQUALS FUN



Mathematics without tears for Grade I pupils at Our Lady of Lourdes School in Brisbane (March, 1972). Australian Information Service. Photograph by Bob Nicol.

A novel method of teaching mathematics to primary school children has been developed in Australia. Known as TRIAD, it aims at encouraging a child to "experience" the concept of mathematics, rather than learn from a book, and uses such things as puppets, brightly colored blocks, dice, picture cards, music and rhyme. For further information, contact: Jacaranda Press Pty. Ltd., 46 Douglas Street, Milton, Brisbane 4064, Australia.