

"Don't you think that some students would stop trying because they found the pace too fast for them?" Chuck said that was possible, but if the difficulty of the questions was varied, students would find that there were questions which they could do and they would be encouraged to answer by telling the others, "Now you have qualified for 'Mod Squad' and you must remain quiet because we have now sent you on a special assignment, and you don't know what we are doing here."

The laugh was on the whole group when the lights went out during the rap session and no one had called "lights". It turned out that there was a power failure in the building, and, as it was a hot afternoon and as the session room was hot, we were allowed to leave early.

(Any mathematics association looking for an interesting speaker will find Charles E. Allen one of the best.)



Letter to the Editor

Dear Colleague,

The ERIC Center for Science, Mathematics, and Environmental Education is making a concentrated effort during the coming year to collect non-commercial and teacher-made materials for mathematics laboratories, K-9.

We are particularly interested in locating materials that can be easily adapted to direct classroom use. However, lists and references to other sources (commercial as well as non-commercial) will also be of value to teachers.

We would appreciate contacts with creative classroom mathematics teachers who may have developed laboratory worksheets or experiments.

The ERIC system is supported by the U.S. Office of Education as a means of disseminating both educational research and promising materials and programs in education. Products of the ERIC Clearing-houses are not copyrighted.

If you would like further information about the ERIC system, or about the mathematics laboratory project, please contact me. I will keep contributors informed about handbooks and materials compiled by the project.

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