

Why are we Teaching Geometry?

David Robitaille
University of British Columbia

Reported by *Walter P. Krysak*, Calgary

Some of our main objectives for teaching geometry involve logical thinking (development, recognizing the sequential process, application, and so on). If this is the case, do we need to teach geometry? Why not teach logical thinking?

When we choose logical thinking objectives in the teaching of geometry, why do we test the comprehension and memory of facts?

Students learn better when they know what is expected of them. Express these expectations clearly to the students.

Before we decide what is to be taught, let's decide why it is to be taught.

Multi-levels of Instruction in Mathematics

G.D. Vannatta
Education Centre
Indianapolis, Indiana

Reported by *Walter P. Krysak*, Calgary

Mr. Vannatta explored numerous approaches to the problem of diverse aptitudes and performance, and presented the following ways of adjusting the learning program:

1. Total individualization (carrels).
2. The human being is too social an animal to be totally individualized. Therefore, cluster the students, or they will cluster themselves.
3. Use inter-class grouping.
4. Group the students on the basis of performance.
5. Vary assignments for the class as a whole - for example, any 10 problems of an assignment of 16.
6. Group for remedial and enrichment instruction.
7. Keep all in one group, doing the same work.