



Delta-k

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OOPS!!

In the last issue of *Delta-k* (Vol. XIII, No. 2), we failed to give credit to Dr. Gerardus Vervoort, Lakehead University, Thunder Bay, Ontario for "Inching Our Way Through the Metric System". Please correct this oversight in your copy and also note that this article is copywrited by Dr. Vervoort. Our apologies have been extended to Dr. Vervoort and are hereby made publicly.

Math Kits - Metrication Materials

Three math kits are now in circulation and everyone who contacted Stu McCormick requesting a kit has had a reply. The response has been so great that some of us will not have our request filled until next school year. However, we are now preparing a new set of kits, consisting of only metric materials. They will be ready for distribution in the fall. Stu will be contacting us as soon as he and his committee are ready to start delivery. Ideas and materials you have that we can use should be sent to Stu as soon as possible.

NCTM - CUPM Project Request

With the financial support of the National Science Foundation, the National Council of Teachers of Mathematics and the Mathematical Association of America through its Committee on the Undergraduate Program in Mathematics, are engaged in producing resource materials in all the various applications of mathematics suitable for use by both teacher and student in mathematics instruction for Grades VII to XII, that is, the last six years of secondary school. Application of arithmetic, elementary and advanced algebra, geometry, computing, and other more advanced topics are being worked on. In addition to the uses of mathematics in other disciplines, applications of mathematics in daily life and to skilled trades will be especially emphasized. The readership of this journal is hereby requested

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to send suggestions regarding this project, sample problems, references, or any other suitable materials ranging from simple exercises to extended model building and mathematical development to the committee at:

CUPM
P.O. Box 1024
Berkeley, California 94701
U.S.A.

Our readers are reminded that through hobbies or previous employment they may know of special applications that might otherwise escape notice.

Annual Meetings - NCTM and MCATA

The NCTM meeting in Atlantic City is now history. A report will be printed in either the May or September issue from one of our members who attended. To those of you who did attend, please send in your own report so that we can have more complete coverage.

MCATA annual meeting is October 25-26 at Jasper. Registration fees are \$5 for members and \$10 for non-members which includes a membership for the 1974-1975 year. Accommodations are \$12 for individual registration and \$18 for double occupancy. Our program chairman, Denis Baudin, has announced that confirmation of some speakers is imminent, but we can still use other suggestions. Your editor and your chairman are both available for assistance regarding suggestions and questions.

One item of business that is coming at this meeting is a recommendation to increase the membership fee to \$6 per member as of January 1, 1975. This fee increase will require a majority vote of those attending the business session. We are requesting approval for this modest increase in order that we can continue the services we are now giving our membership. Costs are going higher and we have not had an increase since 1961.

NCTM Edmonton "Name of Site"

The tapes include the following:

1. *The Teacher's Contribution to the Curriculum*, Dr. Eugene Smith, NCTM president

Is the teacher's role in education diminishing with the emphasis on individualized instruction, teacher-proof materials, computer-assisted instruction and other innovations?

2. *Through the Eyes of our Students*, Dr. E. Glenadine Gibb, NCTM president-elect

Observations of children in our mathematics classes provide basis for concern. Do we have the courage to get at the sources of evidence of frustration, resentment, "care-less" attitudes, and complacencies and then take action on our feelings?

3. *Motivating Number Fumblers*, Dr. Stanley Bezuska, Boston College, Boston, Mass.

The acquisition of arithmetical skills often depends on the students' interest and motivation. To get the students interested, tasks must be appealing. The session gives some of the potential solutions.

4. *Student Needs and Subject Requirements - Can One Be Met Without Sacrificing the Other?* Walter S. Manning, Idaho Falls, Idaho.

The real issue of the '70s is to improve teaching strategies to effectively use the materials that are presently available and adapt them to meet the needs and interests of the students.

5. *When is the Thing the Thing?*, Dr. George Immerzeel, University of Northern Iowa

It is important to recognize what things can do and what things cannot do. Examples from the elementary classroom were used to illustrate the use of things to aid the teacher.

6. *Mathematics and the Low Achiever*, Dr. Oscar F. Schaaf, University of Oregon

The results of studies gathering information on low achievers were reported with some operational procedures that may be effective in assisting them to improve.

7. *Transformations and School Mathematics*, John Del Grande, North York Board of Education, Toronto, Ontario.

Transformations is one of the main themes in contemporary mathematics programs. Applications in the study of school mathematics programs are suggested to the teachers of geometry and related areas.

8. *Secondary School Mathematics from a Piagetian Point of View*, Dr. Bruce D. Harrison, University of Calgary

A case for rethinking how mathematics is presented in secondary schools in the light of insights that have emerged from Piaget-related research with practicable alternative approaches to specific topics described.

9. *What About Drill*, Robert C. Clary, Roanoke Rapids City Schools, Roanoke Rapids, North Carolina

Principles used to determine when, where, why, and how drill is to be used in teaching.

10. *What Really are the Basics?*, Louis S. Cohen, Thomas Jefferson High School, Bloomington, Minnesota

Strategies other than "redipping" process for teaching fundamentals are presented that have worked in levels III-XII.

11. *The Last Twenty-Five Years - What Have We Learned?* David W. Wells, Oakland Schools, Pontiac, Michigan

A discussion of what improvements in mathematics teaching have occurred in the last 25 years with suggestions as to how we may continue to improve our programs.

The above listed tapes are available from the Department of Education upon request with no charge other than postage for return. We trust that you will find many of them useful in refreshing your memory on some of the sessions you attended and enlightening for those that you could not attend.