95 = n (Simplify)

n = 95 (Reflexive law)

Step Three, Closing the sentence

$$\frac{57}{3} = \frac{95}{5}$$

Step Four, Interpretation

Five cans of corn will cost 95 cents.

In conclusion, we should note that, while the development of the above rationale may require a little more patience at first, it should be most rewarding. The student has been introduced to solving equations on solid ground that is sequential in nature. The ratio test method at this level is only an expedient that serves no developmental purpose in using fundamental principles for computation.

## ACADEMIC YEAR INSTITUTES OF THE NATIONAL SCIENCE FOUNDATION

The Academic Year Institute program of the National Science Foundation supports the efforts of colleges and universities in providing opportunities for teachers of science and mathematics to spend an entire academic year in full-time study of the subject matter of their disciplines. Financial assistance from the Foundation will support about 1,700 experienced secondary school teachers and supervisors, 50 pre-service certificated secondary school teachers of science and mathematics, and 110 experienced college teachers as participants in this program during its eighth year, 1963-64.

Academic Year Institutes are conceived and conducted by the individual colleges and universities and provide course work in science and mathematics for teachers who may have received little formal scientific education beyond that of their undergraduate preparation. These courses are designed to increase the competence of teachers by

improving and up-dating their knowledge of the subjects which they teach. They emphasize an understanding of basic principles and of the interrelationships of these principles. At the same time, attention is given to current developments in science and to the relevance of these to the secondary school curriculum.

It will be possible for many teachers participating in an Institute to earn a master's degree in science or mathematics, or in the teaching of science or mathematics, provided they satisfy the necessary prerequisites. However, admission to the graduate school and to candidacy for an advanced degree is ordinarily distinct from selection as an institute participant, and it is not necessary that participants become degree candidates.

During the 1963-64 academic year, two pre-service teachers will be participating in the Academic Year Institute at Washington University in St. Louis, Missouri. The two, Douglas Harke and James Vance, have just completed the professional year of teacher training following an approved degree at the University of Alberta.

Douglas Harke was born in Edmonton and received his elementary and secondary education at New Sarepta. Upon graduation from New Sarepta High School in 1959, he was awarded a Queen Elizabeth Matriculation Scholarship for his first year at the University of Alberta. Mr. Harke graduated from the University of Alberta with a B.Sc. in physics in 1962. He is involved in church youth work and has been president of the Canadian Moravian Regional Youth Council for the past year.

James H. Vance was born in Raymond, Alberta and received his elementary and secondary education in Raymond. He graduated from Raymond High School in 1956, and accepted an Alberta Hotel Association Scholarship to attend the University of Alberta. After attending for two years, majoring in mathematics, Mr. Vance went to France where he served for two and a half years as a missionary for the Church of Jesus Christ of Latter Day Saints. Upon his return, he completed a third year at the University of Alberta and received the B.Sc. degree in mathematics in 1962.