

The question was then raised as to how to find the answers from such a table? (Isn't this an ideal example of induction?)

The teacher then went to the textbook material which introduced various examples of "rate pairs". Only a few will be shown here. Find n .

I. 6, 9	II. 2, 7	III. 60, 30	IV. 2, 2	V. 1, 13
8, 12	15, 20	100, 50	3, 4	2, 16
4, 6	3, 8	20, 10	4, 8	3, 20
n , 15	6, n	n , 40	5, n	4, n

After the students "discover" various patterns, they should be able to do the question at hand. Actually this is as far as Dr. Schaaf was able to get in the time available. But we got the message!

Author's Note: The new book which the National Council of Teachers of Mathematics will be publishing subsequent to the 1964 revision will be called Experiences in Mathematics Discovery. Concepts will be developed with a minimum of teacher "explanation". Exercises will develop each concept very gently. Practical implications will be stressed. Watch NCTM literature for announcements. Some of the chapter headings are: Patterns, Formulae and Graphing; Arrangements and Selections; Intuitive Geometry; A New Look at Whole Numbers; Ratio and Percent; Directed Numbers; A New Look at Fractions.

REPORTS ON EDMONTON REGIONAL COUNCIL WINTER SEMINAR

Editor's Note: Edmonton regional council president Ted Rempel reports that the seminar is proving popular and that the enthusiasm of the participants is very encouraging. "We started out with about 150 people and now have about 120 attending regularly", he says. Here are the views of a mathematics teacher and a principal who have attended. Guidance and criticism is eagerly sought by those who are organizing these programs.

Inservice Program in Modern Mathematics

A Teacher's Opinion

Evaluation of such a program cannot be summed up by such phrases as, "It was worthwhile", or "I got a lot out of it". The lectures to date have been most competently presented, although the material has not been unfamiliar. However, they have not been repetitious or boring by any means. It has been satisfying to be able to follow the lectures and at times to know what was coming next. This only helps to reinforce these new concepts that are being introduced in modern mathematics. Those teaching S.T.M. in Grade VII would have found the idea of sets neatly summarized. A few new ideas about number and numeration systems helped in the actual teaching of these concepts. The remaining programs are not going to be entirely new but if missed would leave one with a feeling that perhaps something really worthwhile has been left out of his own knowledge of that concept. On the whole, the program is interesting, refreshing, enlightening and most decidedly reinforcing to the teacher of modern mathematics.

- D. Sandulak, Allendale Junior High School

A Principal's Opinion

Speaking from the point of view of a principal who has not specialized in the field of mathematics, the seminar sponsored this year by the Edmonton regional group of the MCATA has provided me with a clearer understanding of the new concepts and the different approaches that are currently being introduced at all levels in many Alberta schools. If a principal proposes to share intelligently in the evaluation of new courses, he must have a fairly intimate knowledge of the latest curricular developments. This seminar, I feel, has given me the necessary background for participating in discussions with the members of my staff who are presently involved in teaching modern mathematics.

I would, however, like to offer a suggestion in regard to grouping members for instructional purposes. Since our large class of some 60

members varied greatly in experience and training, the instructors were faced with a difficulty in the presentation of their lessons. I believe that the learning situation would have been somewhat better if the class had been divided into two sections, one for the uninitiated and the other for practising teachers of mathematics.

President T. Rempel and his executive, as well as the lecturers who supported this project so generously, deserve commendation for a truly professional venture in inservice training.

- E. S. Gish, Eastwood Elementary-Junior High School

SERIES, SETS AND SUCH

Editor's Note: It is hoped that this column may provide an outlet for contributors who may wish to report on methods of using "Modern mathematics" ideas in their teaching procedures. There are no holds barred. Please send to the editor your reactions to these ideas or send in your ideas. The only stipulation for publication is that your copy is intelligible to the editor, or to someone who might be qualified, in his opinion, to judge if it is intelligible! Following is an algorism by Professor Bruce and some barnyard mathematics involving types of simultaneous equations which might lead us to believe we had no solution and the acceptance of the spoken or unspoken language of sets in its solution.

The Square Root Algorism

We illustrate the thinking behind the mechanical square root method by example which is generally applicable in this case. Other methods are also available but the following is thought to be suitable at an elementary level. Consider

$$\sqrt{1290}.$$

We desire a number whose square is 1290. In this case, we know that the number is somewhere between 30 and 40 so start with 30 as our