

ARTICLES TO READ

John W. Alspaugh and Floyd G. Delon, "How Modern is Today's Secondary Mathematics Curriculum?" *Mathematics Teacher*, January, 1967, pp. 50-56.

Although this article is a report of a study of the curriculum in the State of Missouri, the authors feel that their conclusions are representative of curriculum development on a national level. The concluding paragraph of the article sums up their findings.

It is apparent... that implementation of a modern curriculum has progressed at varying rates in different courses. In content, the curriculum for the non-college-bound student has remained relatively constant. On the other hand, definite changes have occurred in the college-preparatory curriculum. Algebra has been the major area of modernization and revision. Geometry has undergone only slight revision, such as the integration of plane, solid, and coordinate geometry... Trigonometry has begun to disappear as a separate course, with much of its content being treated in other courses. Finally, there has been a lowering of the content previously considered college mathematics to courses such as Mathematical Analysis, Elementary Functions, and Matrix Algebra.

Brother L. Raphael, F.S.C., "The Return of the Old Mathematics", *Mathematics Teacher*, January, 1967, pp. 14-17.

Once in a while an article is written which brings our daily efforts into focus. The thought of the author is expressed in these two sentences.

In our cultivated disdain for 'traditional' mathematics we fail to grasp the essential point: What was indeed distasteful and educationally unacceptable was precisely the method! And a corollary of this is that it is more than possible that the so-called new material may be caught up just in those 'traditional' methods.