

note that at least some of the pupils were aware of the conventional algorithms for addition and subtraction. One Grade VI boy to whom I talked said, "I like Mr. Smith's way better except when I make a mistake and then it is harder to find."

As stated earlier, there is much more to the total approach than just addition and subtraction of whole numbers. Mr. Smith makes effective use of the distributive property of multiplication over addition, of the identity element expressed in a suitable form in handling fractions and ratios and of miscellaneous relationships such as that expressed by  $5 \times n = 10 \times \frac{1}{2}n$ .

Irrespective of whether or not I agree with Mr. Smith's objectives or his techniques, I am prepared to say that what I was able to sample in my one-hour visit leads me to agree with Mr. Smith when he states, in reference to his objectives: "However, there seem to be several interesting side effects. Perhaps the most important of these is a tendency on the part of the child to like instead of dislike arithmetic."

#### A REPORT FROM *TIME*

The March 17, 1967, issue of *Time* Magazine contained the following interesting item in its education column:

Johnny doesn't add very well. According to results of a major survey of math instruction in twelve nations released last week, the US is startlingly remiss in teaching its children how to add, subtract or solve calculus problems. Despite US prestige as the world's leading technological power, American 13-year-olds ranked a low eleventh in their understanding of math - outscoring only children from Sweden, and lagging well behind those from Japan. (Canada was not included in the study.)

This result occurred in spite of the modern mathematics programs, or it is because of the modern mathematics programs. It appears that Mr. Smith's ideas are most timely.