Dr. Pollak suggested a method for helping elementary students to learn the multiplication facts. The child is asked to make up a problem whose answer is 14, then 15, and 16. When he is asked for a problem whose answer is 17, he is encouraged to analyze the difficulty in setting up such a problem. This approach can be a process of sowing seeds of understanding for later stages.

Dr. Pollak gave numerous examples of applications of mathematics in everyday life:

1. What is the largest two-dimensional object which can be taken around a square corner in a plane? This is an un-solved problem.
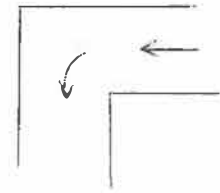
2. How should you rake up leaves - in parallel lines or towards a central point?

3. How large should a display counter in a five-and-ten store be?

4. How many items should be allowed in the express lane at a super market? It would be necessary to decide the purpose of the express lane. Is it to cut the waiting time of the customers? Is it to reduce the maximum wait? Is it because people refuse to wait longer than ten minutes? When you have decided the purpose of the express line, you then have a well-defined mathe-matics problem.

If mathematics is understood, it will be remembered better. Situations in the real world are never just like problems in a textbook. Students must know how to apply mathematics in a new situation. The purpose of mathematics is not to cover the subject but to uncover it.

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