Classes 9 and 10

Charts were constructed to keep track of all transactions including brokerage fees.

Classes 11 -

Kept graphs started at the beginning of the study up-to-date.

Bought and sold shares if desirable.

Spent 10 to 15 minutes of each class discussing some aspect of the stock market.

Spent the last class selling everything in order to determine each student's financial status. A one dollar prize was awarded to the student who made the most money ($462).

The final class was held at Richardson Securities. We were given a brief talk by one of the brokers and then allowed to watch the board. Each student was given a piece of ticker-tape and a pamphlet about stocks and bonds to take home.

Time for the unit, in all, was about six weeks on the basis of 45-minutes per class, three classes per week.

Have you read?

COLLEGE PREPARATORY MATHEMATICS - PREPARATION FOR WHAT?

by Charles R. Eilber
published in *The Mathematics Teacher*,
61:1, January, 1968

Reviewed by Murray R. Falk, Past President, MCATA

The author begins by questioning the relevance of present high school mathematics curricula to the future historian, musician, English teacher, or articulate layman. The major purpose of any current mathematics course is to prepare the student for the next course. But what of the student whose interests and motivation favor the arts and humanities?

The author suggests that a partial solution is found in the recent increase in the number and variety of reference material *about* mathematics - materials which emphasize the historic, cultural, biographic, philosophic, artistic, and social aspects of mathematics. About 600 such references are listed in the NCTM pamphlet *The High School Mathematics Library* (1963).

The author proceeds to list 11 areas that are highly relevant to an educated person in any field.

- The historical growth of major mathematical concepts.
- The growth of Greek mathematics as a model for systems of thought.
- The philosophic and religious controversies raised by mathematical and related scientific discoveries.
- The influence in many fields of Euclid, Kepler, Descartes, Newton, Einstein and others.
- The mathematical basis of music.
- Mathematical influence in art and architecture.
- Mathematical forms in nature.
- Probability, statistics and inference in the social and biological sciences.
- Computers and their social significance.
- Physical and philosophic implications of non-Euclidean geometrics.
- Generalizing from a set of data.

The author gives an example of how some of these topics might be raised in a course in Analytic Geometry and suggests several sources for ideas in other areas.

Eilber concludes by suggesting that we are selling mathematics short by not including the effects of its cultural impact.

> We should strive for mathematics courses which are meaningful, relevant, and of lasting significance, not only in their own right, but for the broadened insights they provide into almost every corner of human thought.

I heartily recommend this article as a stimulus for your next staff room discussion.