

identifying many related problems and would urge each of us to pursue a conclusion with a well-thought plan. If we ran out of time over the dinner table, he would promptly put us back on track at our next meeting. And just when we thought we had concluded the problem, he would launch into what he considered the most important aspect of problem solving: looking back to reflect on what we, collectively, had

discovered, what we had learned in the process of working through the problems and always how we could learn more from what we had learned in doing the problem.

I will leave readers with two of Professor Polya's favorite problems (Polya 1957, 234)—favorites because they can be solved at different levels in different ways and because the look back in each leads to many rich extensions.

3. Bob has 10 pockets and 44 silver dollars. He wants to put his dollars into his pockets so distributed that each pocket contains a different number of dollars. Can he do so?



5. Among Grandfather's papers a bill was found: 72 turkeys \$_67.9_. The first and last digits of the number that obviously represented the total price of the fowls are replaced here by blanks, for they have faded and are now illegible. What are the two faded digits, and what was the price of one turkey?



Reference

Polya, G. *How to Solve It*. 2d ed. New York: Doubleday Anchor, 1957.

Edwin R. Olsen

1968–71 *Treasurer*

1969–71 *CAMT Representative*

AS TREASURER OF MCATA, I enjoyed the meetings, most of which were held in Edmonton. What I remember most were the enthusiasm and dedication with which the MCATA executive members provided leadership in communicating with math teachers in Alberta to assist

them in producing quality mathematics instruction in the classroom.

One highlight and honor I had as a member of the MCATA executive was to be Alberta's representative on CAMT. Although NCTM was active at that time, there was no Canadian association for teachers of



mathematics, and it was felt that such an association would assist teachers across Canada to share ideas to improve mathematics instruction in individual provinces.

CAMT was a good idea, but financing members to attend meetings was a problem for many of the provincial mathematics associations, and, as a result, CAMT folded.

W.S. Lencucha

1971-74 *Department of Education Representative*

THE MATHEMATICS COUNCIL must be congratulated for the tireless effort that has been put forth in promoting teaching methodology that centred on the activity and hands-on approach to develop children's ability to think creatively and in the major direction taken in the area of problem solving which carries through the learning process. To me, the whole approach centres on developing the "thinking process." Through its work, MCATA promotes inservice activities for upgrading teachers in new approaches; others in faculties of education are to be recognized for their sincere efforts to prepare more qualified mathematics teachers. Great improvement has resulted, particularly at the elementary level.

Although I have had limited experience visiting classrooms during the past 10 years, I have recognized a major change in math education with the entry of the computer. However, a weakness remains in

secondary education in that a number of our teachers do not possess the specialty or a major in the educational program. In many schools, this has proven detrimental to what our expectations are. However, let it be clear that a teacher with a proper major is a godsend to secondary education.

In closing, I find the result of the Math 30 uproar (I do not concur with the teacher reaction) important because of the Blue Ribbon Panel's review, which will bring renewed effort to emphasizing the importance of mathematics in the school curriculum and to directing changes that may be necessary.

My years as a mathematics teacher and educator bring only pleasant memories, particularly because of the special people who have a devotion and love for mathematics with whom I was privileged to be associated. My regards and best wishes to all members of MCATA.

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 Actually I am enough of an academic to believe that ideas are even more powerful than nuclear weapons.

John Polanyi
