Letter Division

Paul J. Tobias
• the annotated instructor’s edition (ISBN 0-53494-395-0) contains annotations in the margin, answers to exercises, and “How to Use” which gives section-by-section teaching hints and strategies and information on course planning
• the carefully written student solution manual (not authored by Ms. Kaseberg) gives solutions for all odd numbered exercises
• assessment materials (ISBN 0-53494-397-7) painstakingly modeled after the author’s style contain two versions of tests, a list of other questions, and one project problem for each chapter
• assessment materials are available in hard copy, and on disc for Mac and IBM
• the textbooks and all supplementary materials are due at the distribution center August 21, 1995
• for more information contact International Thompson Publishing Co., 1-800-423-0563

References

Letter Division

Paul J. Tobias

Test your math logic! Each letter stands for a digit from 0 through 9; the same digit stands for the same letter throughout the problem (answers on p.46).

IN

THINK

NEW WAYS

YWS TSA

YN HEAS

H ATIW

TO

EASY

SOLVE

ZYXKL

AEVE

OSTZ

AYT

THE

MATH

CRUSADE

SMMMD

USMED

UHDDA

DUAE

MATH

HUD

Special thanks to: Sheila Tobias
Co-Ventures, Inc.
724 N. Campbell Ave.
Tucson, AZ 85719
However, it is a curious trait of human nature that

"The good that I would I do not; but the evil I
would not, that I do."

(Paul, c56)

Unless they are very self-disciplined and able to manage their time to good effect, many students put off doing their learning, sometimes until it was too late. They would have liked the tutor to keep them under pressure to do the work. They would also have liked the reassurance of tutor feedback regularly and frequently.

Some disliked the independence culture, first, because they were not used to it, and secondly, because they were unwilling to take so much responsibility for their own learning. Their previous educational experiences had not exposed them to ambiguity or independence.

Some felt (rightly) that they were in a competitive situation with their peers and so were reluctant to share their learning with them. This is an unfortunate consequence of the present economic climate where employment and study opportunities are limited. The name of the game is to get ahead of the other person, rather than for all to move forward together.

It was also disappointing to find that quite a few students were not really fired up with curiosity and enthusiasm for mathematics. Their goal in life was to get a degree as painlessly as possible.

Some valuable lessons for next year’s teaching have been learned.

REFERENCES


Entwistle N and Tait W (1992), ”Guidelines for Promoting Effective Learning in Higher Education”, Centre for Research on Learning and Instruction, University of Edinburgh, Scotland.


Paul (c56), "Letter to the Roman", 7, 19.

Solutions to Letter Division

THINK NEW WAYS IN
71439 308 8625 43

EASY SOLVE TO
1378 72041 52

MATH CRUSADE THE
7963 5024981 631