Humanistic Mathematics Network Journal

Issue 18 Article 12

11-1-1998

Nine and One Third Circles of Rejoicing

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by the students.

The range of answers included those ideas which were anticipated as a direct result of studying game theory. Among the answers: a feeling that mathematics is everywhere, an understanding of the usefulness of mathematics, its relevance to life, its depth, the proof as a basis for mathematics — in general, a change in the modification of the mathematical world-view. Answer number 10 to question number 2 is atypical, but exists nonetheless; the perception of mathematics as technical may be so strongly rooted in some people that even this course could not change it. The answers to the attitude survey seem to validate our choice of game theory to enrich and enlarge the student's conception of mathematics.

In conclusion, our hopes for the course were realized. As a result of the course, the number of students with an open-minded attitude to mathematics increased; the students were able to see mathematics as not only technical and computational, but also as an expanding and developing world of its own. Students discovered that the world of mathematics is much richer than they had previously thought. Indeed, it appears that the very encounter with a new sphere of mathematics in and of itself creates a new receptivity in the students to the assimilation of new concepts and values.

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Alleluia!
Noble word
We greet you with joyful
Jubilations
You and your three thousand three hundred sixty
Permutations.
Let each one inscribèd be
Round a circle on each degree
Then with clarity will be heard
The sound of nine circles and a third.