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Noesis

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problem, whether applied or theoretical. It puts more responsibility on the student. I expect (but have not tried to prove) that it develops self reliance and self esteem. It certainly exploits a key feature of mathematics, which such disciplines as physics and history lack: all the cards can be laid on the table -- the student need not depend on facts transmitted by an authority. The use of the triex may reduce the alienation and passivity which develop through years spent on plug-in problems.

The triex is one of my responses to that image of little children speaking fluent Chinese. Through it I try to

place process above fact. I suggest that more teachers try a few triexes in class in order to become familiar with them and their implications.

REFERENCES:

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2. S. Stein, Routine problems, CMJ 16 (1985), 383 - 385.
3. _____, *What's all the fuss about*, discussion paper for Sloane conference on teaching of calculus, New Orleans, Jan. 2 - 6 1986.

Noesis

Lee Goldstein

Emication of thought is not love,
Because it has no exteriority;
Yet whatever is muted willfully
Has a countenance;
Nay, the autoptic ----- relativistic range of things
Can be a beauteous species,
If thought can be transmuted,
Even as in a mirror,
By law, and homologically into strings.