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## Letter Division

Paul J. Tobias

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- 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

Mathematics Before Calculus, Revised Final Draft. Memphis, TN: American Mathematical Association of Two-Year Colleges.

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## 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).

<p style="text-align: center;"><b>IN</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px;"><b>THINK</b></td> <td style="padding: 5px;"><b>NEW WAYS</b></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;"><b>YWS TSA</b></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;"><b>YN HEAS</b></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;"><b>YH INHT</b></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;"><b>H ATIW</b></td> </tr> </table>	<b>THINK</b>	<b>NEW WAYS</b>		<b>YWS TSA</b>		<b>YN HEAS</b>		<b>YH INHT</b>		<b>H ATIW</b>	<p style="text-align: center;"><b>TO</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px;"><b>EASY</b></td> <td style="padding: 5px;"><b>SOLVE</b></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;"><b>ZYXL</b></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;"><b>AEVE</b></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;"><b>OSTZ</b></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;"><b>AYT</b></td> </tr> </table>	<b>EASY</b>	<b>SOLVE</b>		<b>ZYXL</b>		<b>AEVE</b>		<b>OSTZ</b>		<b>AYT</b>	<p style="text-align: center;"><b>THE</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px;"><b>MATH</b></td> <td style="padding: 5px;"><b>CRUSADE</b></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;"><b>SMMMD</b></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;"><b>USMED</b></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;"><b>UHDDA</b></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;"><b>DUAE</b></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;"><b>MATH</b></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;"><b>HUD</b></td> </tr> </table>	<b>MATH</b>	<b>CRUSADE</b>		<b>SMMMD</b>		<b>USMED</b>		<b>UHDDA</b>		<b>DUAE</b>		<b>MATH</b>		<b>HUD</b>
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Special thanks to: Sheila Tobias  
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 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.

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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