

AN IN-SERVICE TRAINING COURSE IN  
MODERN MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS

by 680

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## CHAPTER I

### INTRODUCTION

The need for in-service training in new or modern mathematics arose when these new programs began to become a part of the elementary school curriculum. Not many elementary school teachers have a thorough background in mathematics. Too, during a school year they do not always have time to pursue college hours to make up a deficiency of the moment. An in-service training course in modern mathematics seemed the best way to give the teachers an introduction to this mathematics, acquaint them with the philosophy of such a curriculum, and to orient them to new terminology and different methods of presentation of the materials to be taught.

During the winter of the school term 1964-1965 each elementary school in Manhattan held an in-service training course in modern mathematics for elementary schools. There had been three principals and two classroom teachers from the Manhattan Public Schools who had taken an NDEA Institute in modern mathematics the previous year. They were the instructors or leaders for the in-service course. All elementary school teachers were required to attend. The seventeen teachers at Marlatt and Marlatt Annex met at the Marlatt School one hour after school every other Tuesday for instruction and discussion of modern mathematics. The