

UD professor publishes logic and philosophy text

Oakwood resident Kurt Mosser has recently published a book, *Necessity and Possibility. The Logical Strategy of Kant's "Critique of Pure Reason."*

Drawing on philosopher Immanuel Kant's published and unpublished texts and a wide range of texts from the history of logic and philosophical inquiries into language, Mosser provides an interpretation of some of Kant's most complex arguments, such as the Metaphysical Deduction. He demonstrates that, in spite of appearances, Kant appeals to common sense to reveal both the scope and limits of human knowledge.

Engaging a wide range of

writers, including W. V. Quine, Donald Davidson, Richard Rorty, and Michel Foucault, the author also shows that Kant's arguments retain considerable relevance to contemporary issues in epistemology, the philosophy of language, and current debates over postmodernism.

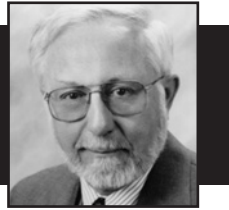
The book is published by Catholic University of America Press.

Mosser is currently a professor of philosophy at the University of Dayton and a recent recipient of the Oakwood Wiffle and Ale Club's Commissioner's Award.

Mosser lives in Oakwood with his wife and two children.

Learning math works if...

Jim Uphoff
Ed. D.



Both solid research and extensive accomplishments by many teachers provides clear evidence that ALL children from pre-schoolers to high schoolers can find success in learning math IF EDUCATORS PAY ATTENTION TO WHAT WE KNOW! For example a 12-29-09 *NY Times* article by Benedict Carey stresses that when we know how the minds of young pre-schoolers work, they can be taught much more math than previously thought.

Carey describes an urban district early childhood learning center which has enabled children who typically are very far behind in math skills such as even counting up to their own age of 3 or 4. Just three months into the school year, these children were counting up to seven and higher and even doing some elementary addition and subtraction. How can this be so?

Cognitive neuroscience research

has shown that PLAY for young children is very much them being AT WORK. A program called Building Blocks uses many types of games which call for the children to arrange, sort, stack, and order such toys as the blocks. The brain grows as it provides links between and among new learnings. Thus when the children can count to seven, for example, they are also gradually learning that the last number is the quantity involved and the answer for that task.

A Nov. 12, 2009 article in *The Washington Post* by Jennifer Buske focused on an award-winning teacher of ninth-graders many of whom had previously failed the eighth grade math Standards of Learning test. Sharon Dravvorn's teaching methods include quirky sound effects and classical music as tools to interest and open minds to learning math with success.

One student explained this when he said, "Making sounds to an equation helps me remember how to do it."

While teaching algebraic equations, she uses red and green foam pieces to re-create the math prob-

lem at their desk. Hands-on, active involvement works well for many students who have become lost while in the traditional paper-pencil techniques. For example in lessons on how to graph linear equations, a different prop comes out: a 9- by 4-foot carpet. She then has her students use their bodies to graph problems. They are 'forced' to get themselves, their whole bodies, into the problem which builds a sense of proportion.

Emma Brown's *The Washington Post* Nov. 21, 2009 article headlined, "The playtime's the thing" makes this very strong point: "Play is problem-solving. It's really critical life skills." Brown stresses that play is essential for real, long-lasting learning but our test-happy culture seems to be trying to eliminate this very vital and successful learning tool.

Sometimes we parents and community adults are guilty of "dumping on" our own creative teachers who know the research and what their colleagues have found to be successful teaching methods. I hope we can all be fully supportive of our own teachers who do demonstrate such professional skill and knowledge.

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