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1003-X1-1622 **Anand Kumar*** (anandkumar@teacher.com), Ramanujan School of Mathematics, Shanti Kutir,
Chandpur Bela, Patna-800 001, India. *Wrong Method, Right Answer.*

In this talk, I would like to share a pedagogical observation I have made during the past ten years of teaching undergraduate calculus. I have found that sometimes students arrive at the right answer of a problem by using wrong arguments in a way that is both funny and interesting. It is funny because this kind of a situation happens to be just a coincidence, but it is also pedagogically interesting because the wrong arguments often happen to be some of the most common mistakes made by students taking the first calculus course. An example of this situation is when the students happen to get the right answer for a definite integral simply by substituting the upper and the lower bounds in the integrand. These instances serve good examples to demonstrate that, in mathematics, the method used to arrive at an answer is more important than the answer itself. (Received October 05, 2004)