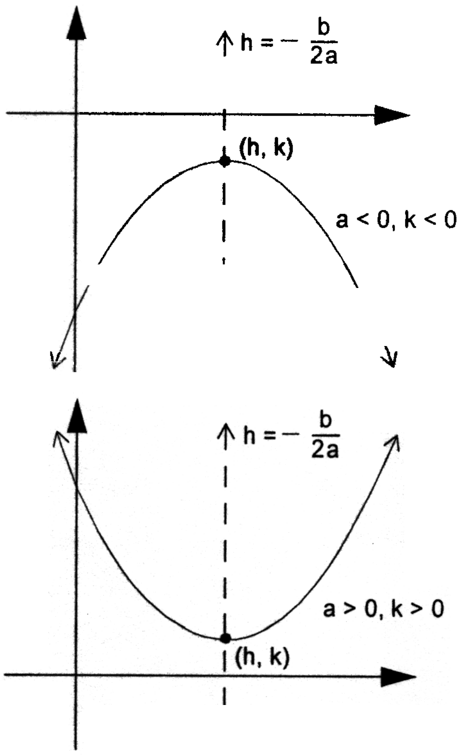
which simplifies to $x = \frac{9}{4} \pm \frac{\sqrt{15}}{4}\, i$.

Since a and k have like signs, the radicand of $\sqrt{-\frac{k}{a}}$ is negative and there are no real roots. Talk about connections! The radicand is explicitly telling a student that if the graph is concave up with k positive ($a > 0$ and $k > 0$), or if the graph is concave down with k negative ($a < 0$ and $k < 0$), the result is an imaginary number and *there are no x intercepts*. This conceivably antiquates the "old" discriminant $b^2 - 4ac$ while explicitly stating a link between characteristics of the graph and the nature of its zeroes.



In summary, believe the Migration Method opens an exciting new chapter in the study of quadratic functions -- one of the major foundations of undergraduate mathematics. The method promotes a higher degree of conceptualization, reinforces the concept of symmetry, encourages mental visualization and strengthens the ability to graph a given function by translating a parent or base function. Additionally, believe the method will lead to a quicker solution and a better understanding of quadratic and other inequalities.

Final Note

I've named this new formula for solving a quadratic ***Richard's Formula***, in honor of my father. As an instructor of mathematics, there were few who were his equal.