3. An elective system whereby choices may be made by learners in terms of course work to be pursued.
4. Frills and fads in teaching-learning situations.

In Conclusion

There are numerous philosophies inherent in selecting objectives, activities, and experiences, as well as appraisal procedures in the mathematics curriculum.

1. Problem solving procedures emphasize learners, with teacher guidance, identifying and solving relevant problematic situations.
2. A laboratory approach stresses using concrete materials for student usage. Thus, the learner may measure length and width, determine area and perimeter, find volume, and weigh diverse materials.
3. A subject centered mathematics curriculum emphasizes students acquiring essential content for all to master. Vital facts, concepts, and generalizations need to be achieved utilizing content from reputable textbooks, workbooks, and worksheets.

A mathematics curriculum needs to be developed which guides each student to attain optimal sequential progress.

DATES TO REMEMBER

February 28, 1987	OCTM Annual Mathematics Contest
March 19 - 21, 1987	OCTM Annual Meeting Cincinnati, Ohio
April 8 - 11, 1987	NCTM 65th Annual Meeting Anaheim, California
April 6 - 9, 1988	NCTM 66th Annual Meeting Chicago, Illinois

CALCULATORS IN THE MATHEMATICS CLASSROOM

Position Statement of NCTM

The National Council of Teachers of Mathematics recommends the integration of the calculator into the school mathematics program at all grade levels in classroom, homework, and evaluation. Although extensively used in society, calculators are used far less in schools, where they could free large amounts of the time that students currently spend practicing computation. The time gained should be spent helping students to understand mathematics, to develop reasoning and problem-solving strategies, and, in general, to use and apply mathematics.

At each grade level every student should be taught how and when to use the calculator. To use calculators effectively, students must be able to estimate and to judge the reasonableness of results. Consequently, an understanding of operations and a knowledge of basic facts are as important as ever. The evaluation of student understanding of mathematical concepts and their application, including standardized tests, should be designed to allow the use of the calculator.

The National Council of Teachers of Mathematics recommends that all students use calculators to--

* concentrate on the problem-solving process rather than on the calculations associated with problems;
* gain access to mathematics beyond the students' level of computational skills;
* explore, develop, and reinforce concepts including estimation, computation,approximation, and properties;
* experiment with mathematical ideas and discover patterns;
* perform those tedious computations that arise when working with real data in problem-solving situations.

The National Council of Teachers of Mathematics recommends that publishers, authors, and test writers integrate the use of the calculator into their mathematics materials at all grade levels.

(Statement dated April, 1986)

Preparation of a Manuscript
For Publication In
The Ohio Journal of School Mathematics

1. The manuscript should be original typewritten copy, double spaced with one-inch margins on $8\frac{1}{2}$ by 11 inch paper.
2. The title of your article should be brief and meaningful.
3. Place your name and the name of your school between the title and the text.
4. Drawings and Tables must be done in black ink with any numbers or letters included being as large as elite type. Drawings and tables cannot be more than $5\frac{1}{2}$ inches wide.
5. References and footnotes are to be numbered consecutively throughout the atricle and indicated by superior numbers.
6. Proof read your article carefully before sending it.
7. Send <u>two</u> copies of your manuscript to:

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