

Report from Last Annual NCTM Meeting

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The following are a few statements that were made at sessions of the 55th Annual NCTM Conference in Cincinnati. I am not implying either agreement or disagreement with the statements, but merely that some of these statements and their implications might provide us with food-for-thought.

- . Areas that have adopted minimum standards have found that they have also become maximum standards, especially if there is testing involved.
- . New Jersey has state minimum standards and New Jersey has a mess.
- . A Grade VI study showed no significant difference between males and females in likes-dislikes of Math.
- . Grades VI and VII are the times when students decide whether they like or dislike Math.
- . Many different metric systems are developing in the U.S.A.
- . There is a movement in the U.S. to use "L" for litre instead of "ℓ."
- . Teacher organizations are not as concerned with improving instruction as they used to be.
- . Politicians have taken over education.
- . Political decisions give only lip service to the student in making decisions.
- . In Louisiana, 48 percent of college freshmen require remedial math courses.
- . Southern Louisiana Bell Telephone requires job applicants to write an exam - 49 percent are rejected because they fail the mathematical part of the exam.
- . Chief superintendents in Louisiana are elected.
- . On the average, a person measures 10 times a day.
- . For a new word to become part of you, 28 experiences are needed with it.
- . One school system stopped social promotions - the first year they had 1200 failures, the second 1100, and the third 700.
- . Individual work is working at own slow rate with own slow amount of learning; but do these equal zero?
- . Put a calculator in the student's hands and let him join the world.

- . There is a calculator on the market that will handle the basic operations for fractions and mixed numbers (\$24.95).
- . You don't require good penmanship from a student before he can take typing, so why should you require good calculation ability before you let a student use a calculator.
- . Calculators are here to stay.
- . Are we wasting a lot of time and money helping students who are beyond help?
- . We have no control over the calculator outside of school.
- . How many of your students have one or more calculators in their homes?
- . It is not whether to use a calculator, but where.
- . Research shows students of 1972 can add as well as students of 1937.
- . The operation of a calculator should be a basic - look at the people who are operating the cash registers.
- . "Why can't Johnny add?" - in the '70s the public is saying the problem is the "New Math"; in the '80s the public will blame the calculator.
- . What are the basics in Math for everyday life, for other subject areas, for learning more Math, for job entry, for job advancement ...

New Minicalculator Publication

The Iowa Council of Teachers of Mathematics (ICTM) has published its Monograph - 1977, *High School Activities for the Calculator*. Copies are available for \$2.00 (ICTM member) or \$2.50 (nonmember) from Ann Robinson, 2712 Cedar Heights Drive, Cedar Falls, IA 50613.

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MCTM Minicalculator Publication

The Michigan Council of Teachers of Mathematics (MCTM) has published the monograph *Uses of the Calculator in School Mathematics, K-12*, which emphasizes the practical uses of the calculator in grades K-12.

Copies are available for \$1.50 from the MCTM, Box 16124, Lansing, MI 48902. Make cheques payable to MCTM.

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