



Clime News

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Special Microworlds Issue

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From the Editor by Reinhold Wappler

In an era of educational scrutiny brought on by reports critical of education in this country, the mathematics education leaders felt there was a need to establish criteria or standards against which curriculum and student learning can be judged. As a result, NCTM has just published a 260 page document called the Curriculum and Evaluation Standards for School Mathematics. In this article and the next one, Ihor and I refer to this book as the Standards.

With my antenna, however aged, still moving about, I cannot but be struck by how much controversy and high feeling abound in discussions about the teaching of Mathematics. I plead guilty myself, but, of course, I'm past that now. How otherwise could I write these comments? Statements and papers in mathematics journals make dogmatic assertions and reference other dogmatic assertions as authority, and round and round we go. Is no one willing to be impressed by how much

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Reflections by Ihor Charischak

Recently I received my 67th Annual Meeting booklet from the National Council of Teachers of Mathematics (NCTM). On one of the pages is an ad for a recent NCTM publication *Curriculum and Evaluation STANDARDS for School Mathematics*. Here's a quote from the ad:

"Now with theSTANDARDS you can make a difference. With this visionary document as your guide you can help implement a mathematics education program that reflects the realities, needs, and

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