

prehension of the fundamental language used in mathematics texts as it relates to matter-time-space-amount, and quantity, should increase competency in this area.

In many classrooms, much active emphasis seems to be placed on the simple computational process rather than the thought process about problem solving. Computation basically involves competency through practice procedures while problem solving involves comprehension of the problem and its solution. The implications of this study definitely placed major emphasis on the latter.

Publishers of mathematics texts might see implications from this research as a lead into helping teachers within the guidebook framework. Suggestions might be included in lesson plans to assist the teacher in developing and presenting these ideas and principles to students before and during the development of the problem solving process, and as mathematical concepts are presented.

It would be advantageous to have additional research on mathematics texts that were developed during that period in education referred to as "modern mathematics." During the "modern math" era, major emphasis by both mathematicians and texts focused on *understanding* the various processes involved in the mathematical world as they relate to problem solving. The admonition to "clean up our mathematical language" was heard from mathematicians. It is possible that more important than this is a need for a more thorough comprehension of the simple "little words" involved with the relationships of mathematical signs and symbols.

## REACTION: COMPREHENSION OF MATHEMATICAL LANGUAGE

A. N. HUTCHINSON  
Scott-Foresman

The research, results, and implications seem to be worthy of consideration by teachers as well as publishers of mathematics texts. Classroom teachers might become better acquainted with the basic framework and pedagogical method of the communication approach, thus enabling them to assist children in transferring the message conveyed by mathematical language and symbols. Since many students seem to lack the ability to determine the basic action called for in problem solving, a better understanding and com-