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the book presents comparative analyses of five elementary mathematics curriculum programs used in the u s from three different perspectives the mathematical emphasis the pedagogical approaches and how authors communicate with teachers these perspectives comprise a framework for examining what curriculum materials are comprised of what is involved in reading and interpreting them and how curriculum authors can and do support teachers in this process although the focus of the analysis is 5 programs used at a particular point in time this framework extends beyond these specific programs and illuminates the complexity of curriculum materials and their role in teaching in general our analysis of the mathematical emphasis considers how the mathematics content is presented in each program in terms of sequencing the nature of mathematical tasks cognitive demand and ongoing practice and the way representations are used our analysis of the pedagogical approach examines explicit and implicit messages about how students should interact with mathematics one another the teacher and the textbook around these mathematical ideas as well as the role of the teacher in order to examine how curriculum authors support teachers we analyze how they communicate with teachers and what they communicate about including the underlying mathematics noticing student thinking and rationale for design elements the volume includes a chapter on curriculum design decisions based on interviews with curriculum authors

the papers and comments published in the present volume represent the proceedings of a research workshop on the grammar and semantics of natural languages held at stanford university in the fall of 1970 the workshop met first for three days in september and then for a period of two days in november for extended discussion and analysis the workshop was sponsored by the committee on basic research in education which has been funded by the united states office of education through a grant to the national academy of education and the national academy of sciences national research council we acknowledge with pleasure the sponsorship which made possible a series of lively and stimulating meetings that were both enjoyable and instructive for the three of us and we hope for most of the participants including a number of local linguists and philosophers who did not contribute papers but actively joined in the discussion one of the central participants in the workshop was richard montague we record our sense of loss at his tragic death early in 1971 and we dedicate this volume to his memory none of the papers in the present volume discusses explicitly problems of education in our view such a discussion is neither necessary nor sufficient for a contribution to basic research in education there are in fact good reasons why the kind of work reported in the present volume constitutes an important aspect of basic research in education

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