



The Ohio Council of Teachers of Mathematics

NEWSLETTER

September 2006

No. 87 +n

Creating the OCTM State Tournament

-Charlie Kobida, State Tournament Director



From left to right: Darryl Nester, Bob Reynolds, Bunny Doebing, Duane Bollenbacher, Charlie Kobida, Ruth Hubbard, Lisa Rome and Mike Bumbaugh

On a sunny August morning, when most teachers and students were savoring the last days of summer vacation, the OCTM Tournament committee was hard at work in Cincinnati at the home of tournament director Charlene Kobida. Test author Duane Bollenbacher, Editor Darryl Nester, and teacher Mike Bumbaugh drove down all the way from Bluffton, Ohio. Other attending committee members were Bunny Doebing, Ruth Hubbard, Lisa Rome, and Bob Reynolds. Nancy Barbian, Ann Dinkheller and Pat Johnson

could not attend, but sent their comments to the group.

The committee was refining test questions for the 2007 OCTM Tournament by reviewing each question in minute detail. Each member had the opportunity to individually review and complete the test prior to the meeting. During the meeting, the group discussed possible interpretations students might have for each question, revised the syntax for some questions, and adjusted the order of questions so as to insure that the

test will be clear to the students participating in the tournament.

The test will be given at 24 sites throughout Ohio on **Saturday, February 24, 2007**. A letter announcing the 2007 Tournament and inviting schools to participate will be sent to all Ohio public and private high schools in October. Complete tournament information and instructions can be found at the OCTM tournament website, www.octmtournament.org.

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Two-Four-Six-Eight. Mathematics is Really Great (Presidential Ponderings)

-Bonnie Beach, President

Ask a random sample of ordinary people: “What words come to mind when you think about mathematics?” If you eliminate those under the age of 8 (who most likely will be outliers) chances are pretty good that your sample will not list warm, fuzzy words. The following are some metaphors written by high school students describing mathematics. *[I have used these for several years in my methods classes but I forget from whence they came.]* “For me, math is like a giant jigsaw puzzle with all the pieces the same color.” “For me, math is an endless, dark tunnel. So much to be learned, but it is so difficult to understand.” “For me, math is like an unreliable car because sometimes it works and sometimes it doesn’t. You are constantly working for it. It usually breaks down, and it makes me mad.” “To me, math is like a used car that you can get for a good price; sometimes it runs smoothly, but on certain days things go wrong. It’s frustrating, like a car can be, when it won’t go right. You have to sweat, yell and curse.”

Math is like a giant jigsaw puzzle with all the pieces the same color.

Only in America is it socially acceptable to do poorly in mathematics. We almost brag about it. We are bombarded with the thought that mathematical knowledge is unattainable by the average Dick or Jane. Consider -- *Gone with the Wind* – at one point Scarlet

does the bookkeeping for the mill (which really only requires being able to add and subtract) but she keeps it a secret because real ladies shouldn’t know such things. What happens in *The Wizard of Oz* when the scarecrow gets a brain? He starts spouting a mathematical equation. It turns out it’s an incorrect equation but it points out that Americans think that only our brightest know mathematics.

We hear frequent comments on TV about mathematics – never good. Comedians continually make fun of word problems. A few years ago I was watching a Miss Teenage America contest. They asked a past Miss Teenage America what it was like to be questioned on national television. Her response was that it was “worse then taking a trig test.” Can you imagine anything worse?

Just this last Thanksgiving, during the Macy’s Parade, Matt Lauer announced the marching band from his alma mater as “the 205 members of the Marching 110” and quickly adds “we weren’t good at math...” How disappointing to hear my alma mater disparaged so! Lauer didn’t even realize he said anything offensive. And what’s even worse you can still replay this specific clip on Ohio University’s website!

In 1992 Mattel’s first talking Barbie had a vocabulary that included the phrase, “Math class is tough.” However, we did make some progress with doll producers after that. Shortly after that I bought the Teacher Barbie for my youngest daughter, Teacher Barbie came

with an actual reproduction of the “Guide to Problem Solving” chart that many of us used in our classrooms. A new gold label Teacher Barbie, released in early May, 2006, is a little more stylishly dressed and has math-related accessories. So, although early Barbies found “math class tough,” new Barbies can teach math. Furthermore, in the American Girl of Today doll’s backpack is a miniaturized mathematics textbook. The one I bought my youngest daughter was a reproduction of a Scott Foresman text for which our friend Jim Schultz is an author.

So maybe we’ll get the idea eventually that mathematics is for everyone! Let’s continue to work to dispel the myth that it is socially acceptable to do poorly in mathematics. Two-Four-Six-Eight – Mathematics is really great!



Duane Bollenbacher and
Bonnie Beach

OCTM NEWSLETTER

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Tournament Cont.

School and student registration will all be processed online at the website. Teachers can access the site at any time to update their school, coach and student roster information.

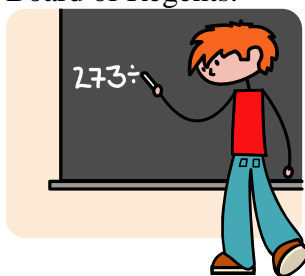
Free EMPT On-Line Tests for High School Students

**-Ed Laughbaum,
EMPT Director**

The Ohio EMPT Program offers tools you can use to keep track of student progress toward college level mathematics, and they are available on-line where your students may access the tools **anyplace, any time, and on their own time!** Sign up for your high school at www.empt.org starting at the beginning of October. Paper tests are still available for sophomores, juniors, and seniors.

For further information, please contact Ed Laughbaum at elaughba@math.ohio-

state.edu or by phone at (614) 292-7223. EMPT is funded by the Ohio Board of Regents.

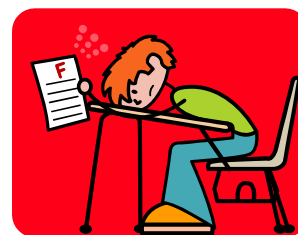


Ohio University Council of Teachers of Mathematics (OUCTM)

**-Jim Vanosdall,
OUCTM President**

OUCTM begins its third year as a student organization on Ohio University's campus this Fall. Most notably, OUCTM is now an affiliate of NCTM as of Spring, 2006! With the 2006-2007 school year upon us, OUCTM intends to grow a great deal over the course of the year. The annual tutoring program will continue with many changes. This year, OUCTM will offer free,

one-on-one tutoring to any student in the Athens or surrounding areas in need of assistance. Last year, we paired approximately 20 local students with a tutor. In addition, OUCTM will host its first meeting of the year on September 12 in McCracken hall, Room 109 on the OU campus with the new Dean of the College of Education, Dean Renee Middleton. We look forward to a dialogue on the importance of mathematics education. OUCTM has several socials planned for the year and plans to attend the OCTM conference in Toledo and the NCTM conference in Atlanta. For more information, check out www.ohio.edu/ouctm



Scholarships are Given

**-Richard Glove,
Chair Scholarship
Committee**

This year OCTM has once again awarded scholarships to future teachers of mathematics. Forty-seven students applied for the scholarships and four scholarships were awarded to the individuals listed below. A committee consisting of Laura Anfang, Bonnie Beach, Adele Cohn, Bunny Doebeling, Ann Farrell, Dianthia Gilmore, Linda Hallenbeck, Debbie Haverstock, Ruth Hubbard, and Richard Glove reviewed the applicants and selected the scholarship winners. Each winner will be recognized at sessions #89 of the OCTM conference and each winner will receive a \$750 scholarship and a one-year membership in the council.

The following individuals were selected to receive the scholarships this year:

- Merrily Kallio, a graduate student at Kent State University
- Megan Moran, a senior at Baldwin-Wallace College

- Jonathan Schilens, a junior at Cleveland State University
- Christopher Treen, a senior at Walsh University.

We would like to thank all who applied and the committee for their hard work.



ARML Summary

**-Peter Knapp,
ARML Coordinator**

It was a banner year for Ohio at the ARML in 2006. In just the second year, the team was reformed to where we were able to bring two full teams to compete, as well individuals who would compete on an alternate team at Penn State. Both teams exceeded last year's performances, highlighted by the Ohio A team which finished in a tie for 4th place in the B division out of 73 teams (and 30th out of 107 teams over all). The Ohio B team finished 39th in the B division, a

significant improvement from last year. The A team was led by Jon Krause who correctly answered 6 out of the 8 individual questions for team high score honors.

The Ohio B team was led by David Backus, Laney Kuenzel, Nick Sakian, Billy Tang, and April Zhang, each of whom answered 4 correctly. Alex Mannion participated on one of the Penn State alternate teams, and was the leading scorer on that team, with a score of 5 on the individual round.

The Ohio team also made a noble effort in their attempt to repeat as ARML Song Contest champions. "All That Math," a parody of "All That Jazz" from the musical *Chicago*, was one of three entrants that made it to finals of the song contest. The members of the teams are listed below:

2006 Ohio A: Brian Bolte (St. Xavier), Chester Chen (Sycamore HS), Carlos Dominguez (North Ridgeville HS), Ben Fulan (Granville HS), Leah Itagaki (Thomas Worthington HS), Sarai Itagaki (Thomas Worthington HS),

Cont. Page 5

ARML (Cont.)

Zack Goldman (Sycamore HS), Jon Krause (Strongsville HS), Richard Lee (Shaker Heights HS), Chris Mohr (Village Academy), Shravas Rao (Reynoldsburg HS), Raymond Tan (Mason HS), Jay Wang (University School), Stephen Watkins (Centennial HS), and Lizzy Wei (Sycamore HS)

2006 Ohio B: David Backus (Village Academy), Mario Carneiro (Hilliard Darby HS), Ian Coley (Village Academy), Eric Dymerski (Village Academy), Laney Kuenzel (Hathaway Brown), Jon Losh (Wadsworth HS), Russell Melick (Mount Vernon HS), Kevin Mickey (Dublin Scioto HS), Tom Riley (Maumee Valley Country Day School), Bryan Schmidt (Edison HS), Billy Tang (Sycamore HS), Brandon Wenning (Celina HS), April Zhang (Sycamore HS), and Wei Zhou (Strongsville HS)



On-Math from NCTM

On-Math, the National Council of Teachers of Mathematics' (NCTM) electronic journal, is free to everyone until June 2007. Go to http://my.nctm.org/eresources/journal_home.asp?journal_id=6 to see a collection of interactive articles that are available for classroom use.



News from TI

Texas Instruments is offering many aids and contests. Go to the 84silver.com website to find out about graphing and contests for both students and teachers.

There is a GraphiTI Contest at 84silver.com/teacher_graphiti. Teachers can win \$1000 shopping spree and graphing technology.

Share graphing information with parents at the 84silver.com site.

Students can win \$2,400 scholarship to

one lucky student. Deadline is 20 December 2006. Visit 84silver.com/win_scholarship for information.



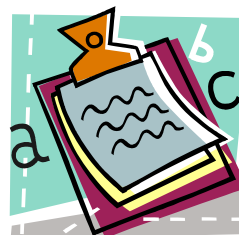
Disney Teacher Award Finalists

**-Adele Cohn,
Executive Director**

Five Ohio teachers are among the 44 finalists for the prestigious Disney Teacher of the Year title that celebrates creativity in teaching.

They include an Ohio Council of Teachers of Mathematics member Jason Shields, a mathematics teacher from William Mason High School in Mason, Ohio.

Best of luck to Jason as he competes.



NCTM Resolutions

Now is the time for National Council of Teachers of Mathematics (NCTM) Affiliates to consider proposing resolutions for the 2007 Delegate Assembly. The Delegate Assembly is the vehicle that allows Affiliates to formally make recommendations to the NCTM Board of Directors on Council practices or policies such as those related to mathematics education or organizational procedures. Each September, a Call for Resolutions goes out to all Affiliates. The Call for Resolutions is a packet of information that will be posted online and mailed to Affiliate presidents and NCTM representatives. Plan now to discuss possible resolutions with your Affiliate's board members and general membership. Please submit proposed resolutions by the 1 November 2006 deadline.

NCTM Curriculum Focal Points – Coming Soon!

Produced by NCTM, *Curriculum Focal Points for Prekindergarten through Grade 8*

Mathematics: A Quest for Coherence, is the Council's next important publication. The publication will be available later this month. *Curriculum Focal Points* supports and extends *Principles and Standards for School Mathematics*. According to an article on the front page of the September 2006 NCTM News Bulletin: "Using *Principles and Standards* as a basis, the authors take a look at curriculum expectations. For each grade level, they suggest a series of 'focal points,' or significant mathematical targets, which can be used as a foundation for classroom instruction."



NCTM Tips For Teachers

The NCTM Web site has a new feature, *Tips for Teachers*. (Go to <http://www.nctm.org/teachmath/tips.htm>) The page offers a collection of words of wisdom from NCTM members and publications. Tips

on different topics will be posted. Viewers are also asked to submit tips that have worked for them.

NASA Needs Help from Students

-From Triangle Coalition Electronic Bulletin

NASA and the Canadian Space Agency (CSA) are collaborating on a new education activity that helps students become astronomers. The Star Count Project will investigate the visual quality of the night sky and help assess the extent of atmospheric light pollution. NASA and CSA are inviting US and Canadian students to participate in an effort to study these factors.

Astronaut Steve MacLean will perform the Star Count experiment during a Space Shuttle Atlantis mission. As part of the project, students will learn how to estimate the number of stars. Students will add to the database by entering their conditions.

For more information go to:

<http://www.nasa.gov/audience/foreducators/starcount/home/index.html>

Using Algebra to Explain a Card Trick

-Mark Jaffee, Constitution Committee

I was at a Fourth of July picnic this summer when a friend approached me and told me that she had learned a new card trick. She said that it was a very impressive trick, but easy to perform and she was sure that its success was based on some mathematical principle, but she didn't know what. "So," she asked, "can you figure out a mathematical explanation for this trick?" I agreed to let her show me the trick and I would try to figure out why it always worked. Fortunately, I was successful, and later it occurred to me that your algebra students should be able to figure out why the trick works, also. I suggest that you present it to them as a challenge and see what they can do with it. You may want to put them in groups and have them solve it as a collaborative exercise, or you may want to make it an individual extra credit project. Do with it what you want.



Here's the trick: Shuffle a standard 52 card deck and take the top card and place it face up on the table. Assign numbers to each card: Ace is 1, Jack is 11, Queen is 12, and King is 13. The numbers of the other cards are the numbers showing on the card. Call out the number of the card on the table, then, one at a time, take cards from the deck and stack them face-up on top of the first card you picked. As you place each card

on this stack, keep counting until you get to 13. For example, if the first card you picked was a 5, you place it on the table face-up and say "5." Then you pick another card (whatever it is), place it face-up on the 5 and say "6." Put the next card (whatever it is) on the stack face-up and say "7." Continue this process until you put down a card and say "13." When you are finished you should have a stack of 9 cards with the 5 on the bottom.

Next, take another card, place it face-up on the table starting a new pile. Call out the number of the card, then repeat the same procedure that you followed to form the first stack. For example, if you pick a Jack, you say "11," then pick two more cards to place on top of the Jack as you say "12, 13." Form as many more stacks as you can using this process until you don't have enough cards to count to 13. At that point, place all the cards that couldn't be used into a separate "reject" pile and hold onto them.

Now, ask a participant from the audience to pick out three of the piles that are still on the table and turn each of the three stacks over so that they are now face-down. Take the cards from the piles that were not picked and add them to your reject pile.

Then ask the participant to turn over the top card of two of the piles and calculate the sum of the two numbers on those cards and 10. Place a number of the reject cards equal to that sum on the table and count the number of reject cards still in your hand. Amazingly, that number is exactly the same as the

Cont. Page 8

Card Trick cont.

number of the card on top of the pile that was not picked by the participant from the audience.

You may want to give your students a few hints to help them get started in explaining the trick. First of all, they should focus their attention on that stage of the trick when there are three piles of cards face down on the table and the rest of the cards in the hands of the performer. Ask them these questions. Suppose we let x , y , and z be the values of the three cards that are on the top of their respective piles, then what algebraic expressions would represent the number of cards in each of the three piles? Once they have established these three algebraic expressions and using the fact that there are fifty-two cards altogether, what algebraic expression would represent the number of cards in the hands of the performer, that is, the “reject” cards? Finally, if you pick any two of the variables from x , y , and z , then add them together with the number ten, then, subtract that number from the total of the reject cards, what is the result?

Depending on the ability of your students, you can provide them with as many or few of the clues as you feel is appropriate.

My Solution: Let x , y , and z , respectively, be the values the top cards in the three piles. Thus, there are $14 - x$ cards in the first pile, $14 - y$ in the second, and $14 - z$ in the third. The sum of these three expressions is $42 - x - y - z$, so the total number of cards in the hands of the performer is $10 + x + y + z$. If you pick the top cards from the first two piles, add their values with 10, you get $x + y + 10$. Subtract that total from the number of cards in the performer's

hand and the result is z , which happens to be the value of the card at the top of the third pile. Likewise, if you pick the top card from two different piles and follow the same procedures, the result is the value of the remaining card.

Highlights from the 11 March 2006 Full Board Meeting

-*Kim Yoak, OCTM Secretary*

New board members were introduced:

- Frank Hatcher, Central District Director
- Louisa Matthias, Northeast District Director
- Janet Cummings, Northwest District Director
- Karen Daugherty, Ohio Department of Education (ODE) representative for high school programs
- Anita Jones, ODE representative
- Deb Shelt, College Vice President
- Bonnie Beach, President
- Steve Miller, President of OMELC (Ohio Mathematics Education Leadership Council)

Joan Leitzel spoke about high school mathematics program models as ODE's Mathematics Initiative Coordinator. The models deal with course design, course sequences, and how to implement them within the school setting for effective learning for all students. With these models, by the end of the 10th grade, every student should be ready for the OGT (Ohio Graduation Test). By the end of the third course, students should be ready for to enter Ohio colleges at a non-remedial level. Bonnie will summarize OCTM's comments about the program models and pass them along to Karen Daugherty. Members may respond individually as well.

The board broke into groups with various topics:

- The idea of a joint membership with SECO (Science Education Council of Ohio)
- Declining enrollment at conferences
- Communication and how to improve it
- Sharing of information between affiliate presidents
- University of Toledo forming a student group
- Awards

If you have any thoughts on these topics, contact the officers through the OCTM website at ohioctm.org.

Anita Jones reported that there are two additional consultant positions open at ODE. You can register for focus groups on the program models through the STARS on the ode website (<http://www.ode.state.oh.us/>) You can find a link on the OCTM website.

The constitution committee was officially created as a standing committee and its chair, Mark Jaffee, will be an appointed member of the board.

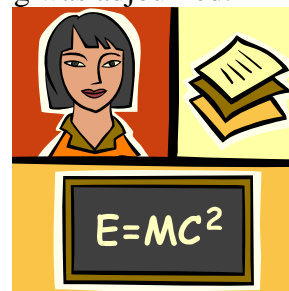
The webmaster, Bret Gensburg, would like to reinstate the technology committee. The committee would work with the tournament site, conferences, elections, the main website, etc. If you are interested, contact Bret or Bonnie Beach through the website.

The treasurer's report noted that we are operating in the black and income has been good this year. Our current net income for the fiscal year is \$8380.23. The broker has recommended that we put all our accounts into one file at no extra cost. This will help our non-profit status and protect our assets. The growth rate is 11-20% in this low-risk group of funds. There was a discussion on the budget for next year.

Charlie Kobida reported that the tournament went well and there were 405,000 hits at the website.

There is a need for chairs of the 2007 conference.

The new officers were installed and the meeting was adjourned.



OCTM Executive Board Meeting Highlights

-Kim Yoak, OCTM Secretary

Linda Hallenbeck announced that Governor Taft has created a new program, OhioCore, for all academic areas. In mathematics, it would be expected that all students take the equivalent of algebra II by the time they graduate.

There was an extensive webpage discussion. Some of the points raised:

- Looks vs. functionality of the site
- Adding color
- Changing the home page image

The recommendations made were:

- The changing “angles” will be added to all the pages
- Change “OCTM Website” to “OCTM Welcome”
- Add color and graphics as appropriate
- Add an ad for the next conference on the homepage and an easy-to-find note for future conferences

Officers' job descriptions need to change so they have responsibility for updating the material on the website. Some of these duties were outlined.

Bonnie Beach suggested the formation of an ad hoc technology committee. Its changing to a standing

committee will be investigated at a later date.

There will be several communication changes. The officers will be printed in each newsletter. And OCTM member lists will be made available to the District Directors, the Affiliate Presidents, and Judy Gerwe, the Local Council Services Chair.

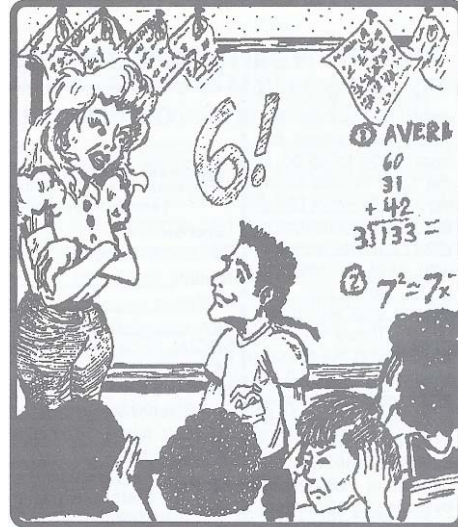
There was a discussion on the awards and it was referred to a committee to be formed by Margaret Garner, District Director at Large, to answer the questions.

A committee was appointed to review and make recommendations for major restructuring of the constitution and bylaws. The three from the board were Linda Hallenbeck, Judy Gerwe, and Kim Yoak. Mark Jaffee, chair of the committee will choose two more members to help.

Linda Hallenbeck shared NCTM Delegate Assembly information. It included the statistic that only 24% of OCTM members also belong to NCTM. Our self-study indicated that we should develop a stronger relationship with NCTM. Strategies for getting some officers to attend the Affiliate Leadership Conference were discussed.

Conference planning was discussed so the new vice president, Jack Albers, would know what his duties were in running this committee.

The agenda for the board meeting was discussed and the meeting adjourned.



I don't care what your ENGLISH teacher said---in MATH we do not yell "SIX"!

Winter 1990 Issue

We Mourn Charles Winston Smith, Jr.

The above cartoon is one of many that appeared in the OCTM Newsletter when C. Winston Smith, Jr. was its editor. Now I must report his passing on 7 April 2006 at the age of 76. He was born 6 March 1930 in New Smyrna, Florida. He was Professor emeritus of Ohio University after serving there for 33 years in the College of Education. He was a graduate of New Smyrna Beach High School and received his bachelor's and master's degrees from Florida State University in Tallahassee and his doctorate from Wayne State University of Detroit.

Dr. Smith is survived by his wife of 55 years, Darlyne Esterbrook Smith, a daughter and son-in-law, Melissa and Kent Raney of St. Louis, Missouri; and a son and daughter-in-law, Lee and Gene Smith of Columbus, Ohio.

At his funeral, son Lee, spoke of his father. "My father had a well-hidden sense of humor. I guess the French translation of "cut the grass" really wasn't "mow de lawn."

Lee spoke of Len Pikaart, of whom Dr. Smith was a colleague, reporting on a seminar for teachers nervous and unsure about mathematics. Len, Scott Malcolm, and

Dr. Smith co-taught the seminar. Lee tells of Len's report, "If a child had a fear of rabbits, the way some of you have a fear of math, each of us would take a different approach. Scotty would put a child on one side of the back yard and the rabbit on the other. After awhile he'd mover the rabbit closer to the middle and the child closer to the middle and eventually, the child would see that there is no reason to be afraid of rabbits. I (Len) would put the child in a room filled with rabbits and come back a few hours later. If the child survived, I'd say that the child was over his fear of rabbits. Charles would carefully take the rabbit, laminate it and let the child play with it."

Lee reports some of Charles's puns:

-SYLLABUS – a motor vehicle which is used to transport circus clowns

-TANGENTS – male mathematics teachers who return from a Florida vacation

-BAR GRAPH – the record of alcoholic drinks sold in an establishment

-GEOMETRY – what little acorns say when they grow up.

Those of you reading the newsletter during his term as editor may remember some of those.

Some advice from Charles (as reported by Lee):

- Always use tasteful words – you may have to eat them.
- Time may be a great healer, but it's a lousy beautician.
- The best way to forget all your troubles is to wear tight shoes.
- Before criticizing people, walk a mile in their shoes. Then when you do criticize them, you'll be a mile away and you'll have their shoes.

One last remembrance: "We are here on earth to do good to others. What the others are here for, I don't know."



He's good--but a little IRRATIONAL!

Fall 1989 Issue

SCHOOL TERMS - Redefined		
Complete each sentence by choosing an appropriate term from the list of words below.		
•PRECISION	•DETENTION	•KILOMETER
•DEMOGRAPHICS	•FUNDING	•MILLIMETER
•MIDDLE SCHOOL	•GIFTED	•EVALUATION
•JUNIOR HIGH SCHOOL	•MINIMUM STANDARDS	
1. An institution where instruction is given for reducing one's tummy is a _____ 2. The smallest banners allowed in flag corps competition are called _____ 3. A device used to record the violence in a Rambo movie is a _____ 4. A place of higher learning for male heirs with the same name as their fathers is a _____ 5. The pictures draw by members of the Democratic Party are _____ 6. The recipient of a birthday party is _____ 7. The anxiety caused by a report card filled with less than average grades is _____ 8. The monetary worth of the letter "E" is called _____ 9. A small incision made before surgery is _____ 10. A small dent in a fender caused by one happily opening a car door is a _____ 11. When Dad sent Mildred to pick up Mom, he let _____		

Spring/Summer 1989 Issue – always a feature on the back page.

Dr. Charles Winston Smith will be missed.

OHIO COUNCIL OF TEACHERS OF MATHEMATICS



OCTM NEWSLETTER

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Important Dates:

OCTM Conference – Toledo
October 12-14, 2006

OCTM Mathematics Tournament
February 24, 2007

OCTM Full Board Meeting
March 10, 2007

OHMIO
March 31, 2007

NCTM Conference - Atlanta
March 21-24, 2007

NCTM Regional Conference –
Kansas City, MO
25-27 October 2007