

1035-Q1-1936 **Laura Mann Schueller*** (schuellm@whitman.edu), Department of Mathematics, Whitman College, Walla Walla, WA 99362. *Mathematical Rigor in the Classroom*. Preliminary report.

We have become accustomed to hearing students describe their primary dislike of mathematics as the necessity to "always get the right answer". It is not surprising, then, that our current educational climate has "redefined" the mathematics curriculum to include a wide array of activities that, while being reminiscent of traditional mathematics, no longer require exact answers or the level of rigor traditionally required in mathematics. While the trend of "softer, gentler math" may have inspired some students to study more math, this trend is not without cost.

In this talk, guided by actual and modified examples from existing curriculum, I will discuss the pros and cons of re-introducing rigor into the elementary, secondary, and post-secondary curricula. (Received September 20, 2007)