implementation of these concepts, the role and constraints of environmental law development, the Hungarian economic situation, privatization and joint ventures, and multilateral and bilateral development assistance were thoroughly analyzed. Hungary's current economic crisis, lack of comprehensive environmental legislation, and ad hoc privatization process pose serious barriers to the implementation of clean production. Certain projects undertaken by multilateral and bilateral lending institutions are influencing Hungary's economic development towards the unsustainable Western free-market model, without considering the needs of the Hungarian people. Potentials for the precautionary principle and clean production exist in the form of new and existing environmental legislation, requiring prevention as an underlying principle and allowing for citizen participation and enforcement of environmental laws and the self-determination of local communities. National and international funding and technical assistance are available for clean production demonstration, information, and training projects.

Mathematics, Statistics and Computer Sciences

Integrating Mathematics and Science at the Preservice Level [MAS]

D. Metheny, Ken Miller, and David Davison
Montana State University - Billings

Because the school is taking a more global, holistic view of the purposes of education, schools must begin to restructure conventional approaches to the processes of teaching and learning. Curricula integration can provide an enhanced understanding of the various disciplines associated with traditional curriculum and provide relevant situations for a more process rather than product-oriented curriculum. The best place to begin the restructuring process is at the preservice level. While it is commonplace to think of mathematics and science as disciplines that can be linked naturally, the meaning of such integration is less clear. The purpose of this presentation was to identify several different models currently being used to integrate mathematics and science, and to show that the model chosen influences the nature, as well the depth and the extent of the integration. This presentation describes the component parts of an integrated Elementary Mathematics and Science Methods Course at Montana State University - Billings. The strengths and limitations of implementation as well as suggestions designed to demonstrate integrated methodology are discussed.

Mathematics Content Courses for Elementary Teachers To Better Prepare Them for Today's Classroom [MAS]

D. Metheny and David Davison
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One concern expressed by those responsible for preparing teachers of elementary mathematics is that teacher candidates have an insufficient grasp of mathematical principles to provide a sound mathematics education to elementary school students. This concern needs to be addressed in the content courses in mathematics taken by elementary education majors. One response to this concern has been possible through Project STEP (Systemic Teacher Education Preparation), funded by the National Science Foundation. At Montana State University - Billings we have revised the courses for prospective elementary mathematics teachers to make them responsive to current educational trends. This session describes how the courses have been changed to reflect these goals. The process of change, including classroom teacher and teacher education student input and review is discussed. The influence of the NCTM Standards and constructivist approaches to learning on course revision is also discussed. Of particular significance is a strong laboratory component in the mathematics content courses. The presentation includes simple activities that have been used to relate the mathematics content to the students' world. Preliminary evaluation of this curriculum revision is also presented.