



1. Electronic art (digital photographs and scanned figures) should be submitted as separate jpg, pict, or gif files (or eps or tiff for a MAC platform), rather than embedded in the text of your final draft. Although we prefer to receive digital images that have been saved at 300 ppi/dpi, we can accept glossy photographs.

2. Print or type the appropriate credit line:

3. NCTM is building a collection of photographs for our publications. Credit will be given to you when your work appears. May we retain your photographs for this purpose?

_____ Yes

_____ No

4. Release forms for each of the students pictured are enclosed.

5. I understand that one or more of the photographs that I have submitted may appear inside the journal or on the cover, in print or electronic form. I give my permission for this use or any other that NCTM might make of them. As a condition of publication, we request that you transfer the copyright of the submitted manuscript to NCTM. Please sign the statement below and make a copy of the release for your records.

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Please sign below to assign the copyrights to the materials submitted for potential publication in to the National Council of Teachers of Mathematics, Inc.:

Signature:

_____ (Photographer)

_____ (Date)

Typed Name:

Complete Address:

Phone Number:

e-mail:

Manuscript Title:

Author(s):

Journal:

PHOTOGRAPHIC GUIDELINES FOR NCTM JOURNALS

The *Mathematics Teacher*, *Mathematics Teaching in the Middle School* and *Teaching Children Mathematics* are official publications of the National Council of Teachers of Mathematics. We are a nonprofit educational organization created by teachers to help improve the teaching of school mathematics.

We have an ongoing need for pictures to illustrate articles appearing in the NCTM journals. Since these images may also be used as covers or in publicizing the magazine, release forms for such use are provided. We seek international rights to publish in our print and digital journals.

When photographing, please keep the following guidelines in mind:

- * The strongest photos are those that emphasize a single concept. Ask yourself what you are trying to say and design the image that best illustrates it.
- * Strive for photos of student faces rather than the tops of their heads.
- * Come in close, filling the frame with your subject. A common mistake is photographing from too far away.
- * Some shots should be composed vertically with space at the top so they might be candidates for the cover.
- * Emphasize the students' involvement with the mathematical task, using appropriate props. Avoid paper-and-pencil type activities - they do not generally make dynamic pictures.
- * Shoot from a low angle or on the same level as the students (unless an overview is needed to place the activity in context).
- * Keep backgrounds uncluttered to minimize distractions. Avoid direct light or very bright window light behind your subject. It may cause flare in your lens or cause inaccurate meter readings.
- * Include males and females of different races and abilities. Avoid sexist and ethnic stereotyping.
- * Whenever possible, limit the number of students in each picture (usually three is maximum) unless special circumstances require more.
- * Avoid anything that might date a photo (background signs, writing on clothing, etc.)
- * Label each digital file with your last name and appropriate figure number when applicable. On a separate piece of paper list the file number, suggested caption or a description of the activity, grade level, students' names, etc.
- * Include signed parental release forms, keying them to appropriate photos. Keep a copy for your files.