Various educational standards have demanded that teachers improve students’ "mathematical thinking," but definitions are vague - if present at all. What little research on the subject exists is disjointed and dissenting, leading some researchers to lament the possibility of ever coming to an agreement on how to define "mathematical thinking" as a viable construct. How then can we properly educate the next generation in "mathematical thinking"? Rather than add one more voice into the cacophony of competing definitions, this presentation seeks to discuss the early results of a meta-analysis of the term’s use in an appropriately titled journal - Mathematical Thinking and Learning. (Received September 18, 2011)