

## Report on NCTM Conference in San Diego, April 12-16, 1978

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Participation in the Delegate Assembly proved to be an interesting experience. I found, as did several of the delegates, that many of the resolutions were poorly worded, narrow in scope or very local, and, as a result, failed to pass.

An interesting resolution that did pass was one asking NCTM to encourage more students at the college level to choose a concentration in mathematics courses because of a shortage of mathematics teachers in various parts of the U.S.A. Another resolution approved was one asking the NCTM to inform the public of the value of converting to the metric system. Apparently, there is considerable hostility toward the conversion. The Assembly was opposed to any resolution asking for standardized competency exams. There was a request for more articles in NCTM publications and at conferences related to teaching the mathematically gifted student.

Something which surprised me was that the Delegate Assembly of the NCTM functioned primarily in an advisory role rather than in a policy-making capacity. This is in contrast to other Delegate Assemblies in which I have participated.

Concerns which were expressed at the Council of Affiliated Groups (CAG) sessions were:

1. how better to provide services to the large affiliates,
2. the role of the NCTM representative,

3. regional boundaries,
4. membership,
5. leadership training.

At the Canadian Caucus a discussion took place with regard to the relative merits of B.C. and possibly Alberta joining a Northwest area involving Wyoming, Idaho, Washington, Oregon, and Alaska. The B.C. members felt that they would benefit from such an organization. They wished to also remain part of the Canadian group.

I attended a number of sessions which, in quality, ranged from mediocre to excellent. As a result of listening to the sessions and discussing the general state of mathematics education with various people, my conviction that we still have a long way to go was further confirmed. The need for improved programs at the teacher training level seemed to be repeatedly voiced.

As usual, the displays were extensive and varied in quality.

I would like to take this opportunity to express my sincere appreciation to the Mathematics Council of The Alberta Teachers' Association for honoring me with this trip.

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*Mini Calculator* - another name for a midget mathematician.

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