

Numeration	J. Wood Mrs. M. Hutchinson	Fred Tarlton Mrs. M. Herchek
Problem Solving	N. M. Purvis Jack Kirkconnell	A. B. Evenson Mrs. M. Govenchuk
Geometry	A. B. Evenson G. Lambert	J. Cherniwchan Dr. Doyal Nelson

Members of the MCATA will be charged for instructional material; non-members are to be assessed an additional dollar. The executive plans to have the sessions culminate with a banquet for participating instructors.

GAINING PERSPECTIVE: A LOOK AT BRITISH COLUMBIA AND SASKATCHEWAN

Editor's Note: In an effort to identify MCATA problems with those of our counterparts in our closest sister provinces, the editor sent a ten-point questionnaire to A. Wayne Kerr, Editor, Saskatchewan Mathematics Teachers' Society (SMTS) and J. F. Clark, President, British Columbia Association of Mathematics Teachers (BCAMT). In substance, here are the answers. Wide differences of viewpoint, function or structure which appear to exist between our organization and SMTS or BCAMT will be underlined.

Questionnaire with Answers as Indicated

QUESTION 1 - When was your Mathematics Society formed? Was it promoted by your teachers' association? When did the need become apparent?

SMTS - The Saskatchewan Mathematics Teachers' Society was organized in August, 1961, by a group of teachers attending the International Nickel Mathematics Seminar held at the University of Saskatchewan. The STF central office staff encouraged the initial organization. The need for the Society was visualized for many years, but the seminar

pointed out the opportunities for organization. The Society was formed basically to improve mathematics instruction at all levels within the province of Saskatchewan.

BCAMT - The B.C. Association of Mathematics Teachers was created in the spring of 1959. Impetus was given by the BCTF in order to create a better climate and machinery for inservice education. The magnitude of changes was expected to exceed the ability of the BCTF to handle.

QUESTION 2 - What financial aid is provided by your provincial association? What must you do to qualify? Are there special grants to locals?

SMTS - The STF grants \$300 per annum to the SMTS. In addition the STF provides secretarial and other related services as well as bearing the full cost of printing, publishing, and mailing all publications and other communication to members. Central office facilities are available to executive and committee personnel. The executive of the STF accepts formation of similar groups of teachers whose aim is the improvement of subject teaching and whose membership is largely drawn from the teaching body.

BCAMT - The BCTF allows \$2 for each paid up member in the preceding year. At present we have an additional dollar in revenue paid by each member each year. The expected enrolment of 400 is about the same as last year so we have an operating budget of \$1200. The cost of materials and labor is charged to our account by the BCTF which takes care of membership lists, addressograph plates, layout and design, printing and binding of newsletters (five or six each year) and two journals. Except for emergencies all office and clerical work is provided by the BCTF.

QUESTION 3 - Do you have a record of inservice training? Where and when did you have non-credit workshops? Under whose sponsorship?

SMTS - The SMTS has encouraged workshops. Scattered throughout the province have been evening, one-day, and two-day workshops in

mathematics. Centres for these workshops have been both large and small cities, large and small towns. The Society encourages these activities, supplies resource persons for them, and will also provide resource materials. The local groups bear the cost.

In addition in 1963, the Society developed, through the formal acceptance of the University of Saskatchewan, a series of five-day non-credit courses pertaining to the teaching of a new Grade IX mathematics course. Members of the Society taught these courses. Also the Society drew up a full-credit course in mathematics for teachers which was approved by the University of Saskatchewan and offered in the summer of 1963.

BCAMT - The inservice training committee of the BCTF still coordinates a good deal of the activities engaged in by the Association. This is due, in part, to their desire to be of service and their experience in handling such affairs. The continuity of executive members would not enable any organization to be as competent as such members of our BCTF staff as Bill Allester. A second reason is that if two or more areas wish to collaborate on a workshop or bring a special speaker the main BCTF committee has access to funds of up to \$100 which may be granted to pay half the essential expenses involved. The normal wear and tear on budgets of our association does not permit us to help with financing.

Non-credit workshops lasting one week were held at the University of British Columbia in May 1962 to bring selected teachers from each of the 80 B.C. school districts up to date on a modern mathematics course to begin in September 1962.

Two-week workshops were held at UBC and Victoria College in the summer of 1962 and again in 1963. A session in 1963 was held at Penticton. Around 1958, the BCTF annual dues were raised approximately \$10 in order to provide cash for expanded inservice work. In some instances school boards have hired visiting experts for six or eight, two-hour-a-week sessions on math.

It is also to be noted again that under Dr. R. D. James the mathematics department at the University of British Columbia has done its

best to provide credit courses in areas of concern to teachers of mathematics.

QUESTION 4 - What part have you taken in change or formation of curriculum? When have you been consulted? Have you presented resolutions? Have you had representation on special committees?

SMTS - Curriculum proposals are formally passed on to the STF Curriculum Committee through the Society's curriculum committee. In turn the STF committee acts jointly with the Department of Education on such referrals. However, the Society has been asked directly to overview prospective texts for new courses in Grade IX to Grade XII as well as tentative courses themselves.

Three of the four members of the Department of Education Committee revising the high school mathematics course of study are Society members. However, these men were appointed by the Department and not by the Society.

BCAMT - The cooperation of Departmental officials in this regard can only be listed as excellent. They are asking and taking advice from good teachers. The entire academic program from Grade VIII to Grade XIII is being revised with the help of teachers who report to our association and get help from its members. The situation is almost beyond understanding in terms of a decade ago.

QUESTION 5 - Do you feel that the members have been kept well informed? By what means? Have any trends been actively sponsored and specially treated? How?

SMTS - Trends and course developments are presented to members through articles in the SMTS newsletters and through two-day annual conventions of the Society.

The SMTS has promoted all developments respecting introduction and teaching of the revised courses in high school mathematics. The Society is presently promoting many developments in the elementary mathematics programs.

BCAMT - The association publishes newsletters about five times a year. Two journals are considered par each year. Special bulletins (two so far this fall) can be sent out in less than a week. Our next major task is to get rolling on the non-academic courses. Programmed learning has received a fair share of space in our publications.

QUESTION 6 - What people have in one way or another given service above the call of duty or contributed through special talent to your present success? Please name and give particulars.

SMTS - Active in the formation of the Society have been D. M. Keith, responsible for developing province-wide meetings, university credit and non-credit courses; J. M. Grasley, responsible for organizing inservice training and acting as liaison with the university in setting up and teaching the experimental course for Grade IX; Dr. R. Arn, writer, lecturer and promoter of change; Dr. G.H.M. Thomas, director of INCO seminar in 1961 and academic adviser for new programs for the Department of Education.

BCAMT - The most well-known exponent of modern mathematics in the BCTF is Lloyd J. Costley, secondary supervisor in Burnaby. He has handled the two-week workshops, weekend conventions and also been active in the revision committee work.

Second is Jack Lydiard, a math teacher in one of Vancouver's largest high schools, with his TV lessons and work on the revision committee.

Roger Desprez, teacher in Nanaimo is editor of our journal.

QUESTION 7 - What has your Mathematics Society done to promote participation at the local level (local societies, sublocals, special branches)? Name branches, date of formation and accomplishments.

SMTS - Locals are organized to study mathematics. Their organization is encouraged by and often established with assistance of SMTS resource persons. However, SMTS feels that locals need not be rigidly bound to the Society through constitution, dues, or other formality. The SMTS merely hopes that local members will be

encouraged to study mathematics. Several projects are suggested to individual locals and assistance given in providing materials and personnel. If they so wish, local members are encouraged to become SMTS members, but no drive in this regard is made. The SMTS wants only those who are really desirous of SMTS membership to apply.

BCAMT - This is one area where there is little to report. The number of math teachers in British Columbia outside the metropolitan areas is limited and not all are "organization-minded." (1) East Kootenay teachers have gained permission to give an accelerated academic program to selected pupils. (2) Kitimat teachers sponsored a workshop weekend last May. (The organizer left teaching to work for International Business Machines.) (3) Burnaby teachers (many working with SMSG courses) plan a large scale mathematics meeting next October. A science fair under similar sponsorship in Burnaby attracted 1300 teachers two years ago. (4) Vancouver Island teachers have requested assistance in setting up an organization and wish to sponsor a workshop on our new Grade VIII course.

QUESTION 8 - Has your Mathematics Society considered specialization within its membership? By this I mean formation of special groups for high school mathematics and junior high school mathematics? If so, what steps (progress) have been made in this regard?

SMTS - No specialization within the Society has taken place. The 1964 convention, to be held at Easter, will run concurrent sessions for high school and elementary school teachers for about one-half of the convention time.

BCAMT - No effort has been made yet to do anything except keep moving. The probable future course will be to involve as many teachers at all levels in our set-up as we can. The vertical integration idea seems like a good plan to us.

QUESTION 9 - What groups do you have for research or similar activities? Have you supervised or promoted this, under your leadership? Where? Did you feel the project was justified?

SMTS - We have the following projects on a provincial level at the present time: (1) creation of library lists for the new mathematics programs - graded for initial purchase, for teacher use and for student use, together with supplementary lists; (2) a study of teacher training of mathematics teachers in Saskatchewan; (3) a study of curriculum proposals; and (4) a career monograph for Canadian mathematics students.

BCAMT - Again the BCTF has an active research committee. We have been asked to cooperate with them on programmed instruction activities. Such areas as Vancouver do this sort of thing on their own. The number of such projects is not known. We will be assisting an individual teacher in a province-wide survey of teacher-pupil reactions to our changing mathematics curriculum. This teacher experimented in several local schools in the Trail area and is now revising the questionnaire for wider use.

QUESTION 10 - Please add as much more as you feel necessary for us to become briefly acquainted with your aims and accomplishments.

SMTS - No answer.

BCAMT - Up to this point the organization has been busy establishing itself. With no effort to attract other than secondary teachers we have four hundred. The year-by-year changeover to modern math has caused a lot of pressure which has only been met through the leadership of BCTF officers. We are very concerned about adequate programs for the non-academic and have barely begun to do anything. We are also concerned about teacher education and extending the knowledge of mathematics to encompass the entire school system.

On a broader front we are affiliated with the National Council of Teachers of Mathematics and have participated in a large weekend meeting held this October in Yakima, Washington. In three or four years' time we expect to be host at this annual Northwest Conference which will easily attract a thousand or more teachers. By charging \$10 registration fee it will be possible to attract people such as Beberman, Dolciani, Frank Allen, or any other noted Americans.