

A VIEW OF THE MATHEMATICS TEACHING SCENE IN ALBERTA,
by Dr. A.L. Dulmage

Editors' Note: Dr. Dulmage, former head of the Mathematics Department of the University of Alberta, resigned his position in June of 1966 and has left the province. He has taken up his new position as Assistant Dean of Arts and Science at the University of Manitoba. The editors asked him to make a few comments on the mathematics education in Alberta.

During the past two years I have thoroughly enjoyed the many contacts I have had with teachers in the Province of Alberta. We have had many spirited discussions on the senior high school curriculum. In addition, I have been privileged to speak on a number of occasions on elementary and high school mathematics. I particularly enjoyed the two-week session last summer on the new texts in Grades X and XI which was sponsored by the Department of Extension at Edmonton.

The striking difference between the Province of Alberta and most of the other provinces of Canada is that the Department of Education in Alberta is reluctant to assume any responsibility for the training of teachers in connection with the new programs in mathematics. It seems to me that this matter could be handled much more effectively if it were done on a province-wide basis with the province assuming the cost of training the teachers, the setting-up of workshops in the summer, and even perhaps the inservice training of various centers during the winter.

Another observation I would like to make is that we are trying to get a larger percentage of the population through high school and at the same time stepping up both the content and the level of most of the courses. Surely this is a rather unrealistic objective. I think some consideration should be given to allowing entrance to the university to students who take a top-level course in two or three subjects and lower-level course in two or three others. Such a course of action has already been taken in some of the other provinces of Canada.

The final comment I would like to make is a general one with respect

to a Master's degree in mathematics for teachers. You are probably aware that in the United States a great many universities have set up special Master's degrees to enable teachers to improve their mathematical background. In addition, the federal government, through the National Science Foundation and more recently through the US Office of Education, has provided financial support on a most generous basis for both the teacher and the university. There has been no such development to parallel this in Canada, but there are rather faint signs that something of this sort may be done in the near future.

EVALUATION OF SEEING THROUGH ARITHMETIC, 2, by Mrs. L.D. Nelson

Editors' Note: Vi Nelson, formerly a Grade II teacher at Gold Bar School, is now teaching the same grade in the new Westbrook School in southwest Edmonton.

Mrs. Nelson reports the reactions of five Grade II teachers, of whom she is one, to the text and workbook which replace Numbers in Action. The new material was used in the classrooms of Gold Bar School in 1965-66.

The revision involves major changes and includes the introduction of geometry; extension of basic facts from sums and minuends to 10 to sums, minuends, products and dividends to 12; further extension of these facts to 18 for able pupils; money from 25¢ to a consideration of money to \$1.00; making change; numeration activities extended to include counting by 25's, relations "greater than", "less than" and "betweenness"; the properties of commutativity and associativity of addition; subtraction as the inverse of addition, and division as the inverse of multiplication; problem solving extended to include additive-subtraction and subtractive-addition; rate pairs to include the use of such expressions as "2 to 5" "2 out of 6".

The five teachers involved are in general agreement with respect to the following subjective judgments: