

## PREFACE

The purpose of this *Annual* is to bring into focus the highlight of the year in mathematics education in Western Canada - the regional conference of the National Council of Teachers of Mathematics held at Calgary in August, 1966. Everyone interested in mathematics education in Western Canada is indebted to the Mathematics Council of The Alberta Teachers' Association for organizing the conference.

The editors of the MCATA *Annual* saw fit to gather papers presented at the conference as they were available and appropriate for publication. The following pages are, then, merely a sample of the many excellent presentations given in Calgary.

The papers represent a range of opinion and content. Adrien Hess has mixed feelings about the "Revolution in Mathematics", while William Steeves shows concern over the recent developments including "discovery teaching". Agnes Rickey outlines a program developed in Florida for slow learners in Grade VII. Irvin Brune takes a hard look at geometry as it should be taught in the elementary school - from "op art" to proof. Murray McPherson indicates how one Canadian province met the challenge of teacher education for the new mathematics programs. Tom Atkinson has some mathematical ideas for the teaching of problem-solving.

Algorithms and computers can be taught as a course in high school, and David Alexander has done just this in Toronto. Arnold Harris suggests transformation geometry for secondary school as he has taught it in Ontario and observed it in Great Britain and Denmark. Allan Gibb presents possible uses of TV in teacher education, while Douglas Crawford, another university professor, discusses teaching and learning mathematics from a theoretical psychological point of view. An actual discovery lesson is described by Solberg Sigurdson; and Father Egsgard concludes the publication with important reminders that we are, in spite of the new mathematics, still teaching individual human beings.

A spectrum of important topics is presented by people who spend a great deal of time thinking about teaching and learning mathematics. If their thoughts make your classroom activities more meaningful, then the *Annual* has served its purpose.

- The Editors