

## Joan Worth

- 1964–65 *Elementary Representative*  
 1965–66 *Secretary-Treasurer*  
 1966–67 *Secretary*  
 1972–75 *University Representative and NCTM Representative*  
 1977–80 *Director*  
 1984–86 *Conference Director and General Chair of 1986 Edmonton NCTM Meeting*

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 The reward for  
 work well done  
 is the  
 opportunity to  
 do more.

Jonas Salk  
 .....

I FOLLOWED JEAN MARTIN IN THE two-pronged job of secretary-treasurer and discovered what a horrendous task it was—and what a superb job Jean had done! In addition to taking minutes, doing correspondence and paying bills, part of the job was receiving all the memberships—and having to receipt each one! In those days, membership was valid until the end of the Council year, so everyone renewed at about the same time. We had over 500 members that year; devoted as I was to the Council and to increasing membership, I must confess that coming home from school and finding another 10 or 20 envelopes addressed to the “Secretary-Treasurer, MCATA” and knowing that each had a cheque to record and receipt did strain that devotion. I guess I complained more than Jean ever did because at the end of that year, the Council split the assignment into two jobs. The following year, we went to “Evergreen Membership,” which meant that membership was valid for one year from the month of purchase, and, more important, that the ATA would receive and receipt each membership as well as send out renewal notices each month.

### Elementary Film Circuit

I recall becoming very familiar with the map of Alberta and with methods of transportation in rural Alberta

in an effort to plan the circuit for the films to follow. Thirty-one centres had to be included, and transportation of the films between the centres became the ordering factor. I had to telephone Greyhound so often that the man answering the phone developed a personal interest in the project and in moving the films around the province. The whole project would have fallen apart without him!

### Summer Seminars

The most vivid recollection is of the 1966 seminar at Concordia College, when it seemed to me that all 175 people arrived at the same time to be registered and settled into residence rooms. The other recollection about the summer seminars is the interest and enthusiasm of the teachers attending—all giving up a week of their summer vacation, most paying their own fees and many nearing the end of their teaching careers.

### Being NCTM Representative

The first joint membership drive was exciting—we were so pleased to be able to send either an *Arithmetic Teacher* or *Mathematics Teacher* to every school in the province! Receiving our first NCTM publications on consignment and dealing with the Customs problems this created was indeed a learning experience. And who could forget the thrill

of our first NCTM meeting in Calgary! These were the beginning of many years of NCTM involvement for me.

## The Fun of It All

There is no question that we all worked hard—but what fun we had

doing it! How exciting to meet other teachers from all around the province, to find out what was going on in other cities and towns, to hear all the good ideas everyone had and to share and exchange teaching tips! What a fortunate learning experience! What good friends we all became!

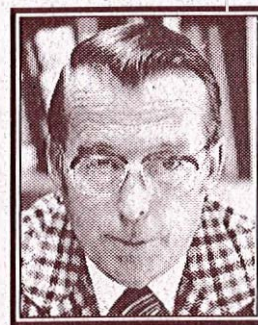
# Marshall P. Bye

- 1965–66 Vice President
- 1966–67 President
- 1967–68 Past President
- 1967–69 CAMT Representative and Editor

OF THE MANY HIGHLIGHTS IN MY career in math education, three stand out. First, I consider myself so fortunate to have worked in some interesting schools with students who, on reflection, perhaps taught me more than I taught them. Second, I am privileged to have had many outstanding colleagues who were not only interesting to work with but also are still friends today, and to have been honored by these colleagues with the Mathematics Educator of the Year Award in 1984. Third, one person stands out in my mind: Professor George Polya (1887–1985).

Professor Polya is of the *How to Solve It* fame and the man who is so often cited in current discussions on problem solving. I was very fortunate to have been his student in a problem-solving course at Stanford University in 1962. I still remember vividly this man, his discussions in and out of class and his very sensitive, caring way. Because Professor Polya lived in the same

residence that my wife Evelyn and I did, we often shared the dinner table with him and other students. This man of principles, who modestly admitted to being proficient in seven languages, believed that an author should write in the language of the country in which he or she resided at the time of the writing.



After Professor Polya learned that my wife was enrolled in French classes, he insisted on speaking only French to her. Evelyn felt she learned to speak more French from him than from the classes.

Professor Polya often employed his now renowned four-step problem-solving model in any conversation—standing in the cafeteria line, at the dinner table or during casual evening discussions—insisting in his own quiet, soft-spoken way that we start by trying to understand the issues at hand. Soon, he would have us