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You cannot turn back the pages of the book of life, so you had better do it right the first time.

Art Jorgensen

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effective. MCATA has had a tempering influence.

MCATA's position regarding standardized testing has continued to have the best interests of students as its foremost concern. Its opposition to indiscriminate and unnecessary testing has resulted in some proposed testing programs being eliminated or greatly modified. The Council is to be congratulated for this.

In my opinion, the Council's newsletter and journal rank among the finest professional publications of their kind. This has been possible because of the continued commitment and influence of those fine editors Art Jorgensen and John Percevault. Succeeding editors would do well to emulate their example. The Council's monographs have always been of high quality and in high demand—some have even been licensed for reproduction by the

NCTM for circulation in the United States.

My formal association with MCATA ended with my retirement from ATA staff in 1991. I have many fond memories of my work with the Council. However, my fondest memories are of my associations with those dedicated and hardworking people who have had a profound effect on the work and direction of the Council. While the list is long, I would like to mention just a few of those whose memories I cherish most— Louise Frame, Gary Hill, Ron Cammaert, John Percevault, Art Jorgensen, Bob Michie, Dick Kopan, Joan Worth, Diane Congdon, Mary-Jo Maas, Bob Hart, George Ditto, Dennis Burton, Marie Hauk and Wendy Richards. If ever a Mathematics Hall of Fame were to be initiated in Alberta, these people would have to be among the first of those honored.

George Ditto

1985–87 *1987 Conference Director*

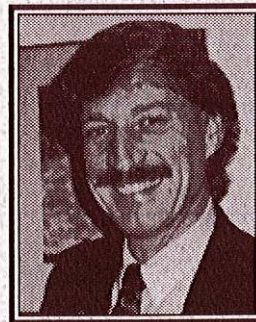
1987–88 *Director*

1988–90 *Conference Director and General Chair of 1990 Calgary General NCTM Meeting*

1992–93 *Conference Director*

1993–95 *Vice President*

HAVING BEEN INVOLVED IN THE Mathematics Council over the past 10 years, I have been part of many events, changes and opportunities within and around mathematics education in Alberta, Canada and the United States. First and foremost, and not to pretend to be a “homer,” the many mathematics educators with whom I have come into contact through direct MCATA involvement



are the best in their field.

Teachers who become involved in these mathematics education endeavors exude a strong

sense of pride in what they are all about. Their commitment is unchallenged by any other council.

Professionals like these take nothing for granted. They are prepared to work hard to promote their ideals and further the positive professional development of mathematics teachers in the province. We need look no farther than the long list of recipients of the Mathematics Educator of the Year Award and their supporters for examples of this commitment.

The Council has grown as a truly professional organization. In keeping abreast of changing educational, economic, cultural and political realities, MCATA, anchored by insightful and visionary executive members positively influenced by council members, has addressed key issues and ideas on the advancement of mathematics education in Alberta. MCATA is respected not only by other specialist councils but also by MCATA counterparts across Canada and the United States. Our affiliation with the National Council of Teachers of Mathematics has brought MCATA and many members sound recognition internationally.

MCATA's strength is in at least three major areas. One is the promotion of mathematics learning, teaching and assessment in mathematics education for teachers through various means: annual conferences, local mini-conferences and regional conferences sponsored mutually with the NCTM. Second, our publications have served mathematics educators locally, nationally and internationally. Many of these continue to provide support

for classroom teachers. The third area of strength, and certainly not last in importance, is the attention to the children of Alberta and MCATA's commitment to sound mathematics learning and teaching opportunities. Although our direct audience tends to be teachers in the province, the *raison d'être* is to provide valuable, meaningful and worthwhile mathematics learning opportunities for students. Through liaison, consultation, collaboration and partnership with The Alberta Teachers' Association, Alberta Education, postsecondary institutions and universities, school districts, parent and business groups and student groups, our objectives can be realized.

In an arena where new and unique professional and educational issues are emerging and will continue to surface, I hope the Council will continue to receive the overwhelming support from mathematics teachers across the province. Critical issues of mathematics curriculum; instruction; assessment on a local, provincial, national and international level; and our very existence as a part of a larger professional organization and within that organization are to be experienced. If our past is to provide any insight, we will continue to meet challenges in the same professional manner set and modeled for us by our predecessors. The challenge is all of ours. Let us continue as an influential specialist council the tradition of remaining in the forefront of educational leadership in Alberta.

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 Nothing is too
 small to know
 and nothing is
 too big to
 attempt.

Sir William Van Horn
