

ASSOCIATION OF TEACHERS OF MATHEMATICS
IN WESTERN MASSACHUSETTS, AN AFFILIATED
GROUP OF THE NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

MATHWEST NEWS

MAY 2001 Volume 14, Issue 2

Inside this
edition:

★ A listing of
upcoming
conferences and
professional
development
opportunities

★ Find out how to
get funding for
projects that
promote
mathematics

★ Your own copy
of MATHWEST's
Constitution and
By-Laws

★ A report from
the exhibit halls in
Orlando

Exhibits,

Outstanding Sessions,

The 51st Annual Delegates Assembly

NCTM National Meeting A Success

The 79th Annual NCTM Meeting was successful, seeing over 19 thousand mathematics educators convene in the Orange County Convention Center in Orlando, Florida. The main focus of the conference was 1154 sessions, which focused on the NCTM Standards, creative ideas in teaching mathematics, developing technology, and pre-service teacher education.

Over 270 exhibits were on display in the great halls. Amongst the many displays of textbooks, classroom manipulative, and calculators available for purchase, there were demonstrations of new technology which will enter the market this summer. NCTM even opened a Cyber Café with computers available to explore NCTM services and publications, such as their electronic *Principles and Standards*, and *illuminations.nctm.org* which links classroom activities to standards and has links to selected web resources. They also introduced their newest series of books, Navigations, a publication to help implement the standards.

The 51st Delegates Assembly took place as well. Scott Trahan and Donna Watson represented the MATHWEST membership during the meetings on Wednesday and Thursday.

On Wednesday night, affiliates meet during regional caucuses to discuss issues to be brought to NCTM attention. Proposed resolutions included that NCTM: compile a database of presenters who do not appear for their sessions and fail to notify the organizing committee; mail program booklets to all conference registrants at least 6 weeks prior to the conference; return to the policy of one complementary speaker registration for presenters at the NCTM Annual Conference; and avoid scheduling the NCTM regional conferences which conflict with state conferences. These issues were referred to various NCTM committees or Board of Directors before the assembly for written response. In the Eastern regional caucus, there was also concern about commercial businesses presenting their products during conference sessions. This was brought up since the opening session contained a 30-minute presentation by Duke Energy, who is funding an NCTM on-line initiative. A resolution will most likely be brought forward in the future.

There were three resolutions proposed and passed at the Assembly the next morning. Passed by a 69-24 vote was the resolution calling for a complimentary speaker registration for presenters at NCTM Annual Conferences. Also passed was the resolution dealing with avoiding scheduling conflicts. Lastly, a third resolution was proposed and passed on the floor of the assembly. The resolution asks that NCTM inform the membership of the status of resolutions passed at the Delegates Assembly. More information can be obtained by contacting Scott at SLTrahan@aol.com.

VISIT OUR WEB SITE
www.wgby.org/edu/mathlink

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NCTM EASTERN REGIONAL CONFERENCE

*Mainely A Math Odyssey
Portland, Maine
November 1st - 3rd, 2001*

Speakers are needed to present at the NCTM Eastern Regional Math Conference. Shortly, the program committee will select speakers based on state, level, and topic. If interested, submit your name, address, and phone number as well as the topic of your presentation, the standard it addresses, and the level for which it is intended to the committee. All information can be sent to: Jackie Mitchell, 27 Alpine Road, Portland, ME 04103 or email her at: jadamitchell@aol.com.

2002 ANNUAL NCTM MEETING

*April 21 - 24, 2002
Las Vegas, Nevada*

The 2002 Annual Meeting of the NCTM will be in Las Vegas, Nevada, Sunday, April 21-Wednesday, April 24. The major venues will be the Venetian, the Sands Expo Center, and Harrah's.

The theme for this Annual Meeting is "Realizing the Vision of School Mathematics." The vision is explained in *Principles and Standards for School Mathematics* which was released in April. The Program Committee is seeking speakers who can share first-hand classroom experiences in implementing these standards.

A common problem in putting together a national or regional program is the lack of K-12 classroom teachers who propose to present sessions. We are asking your help in encouraging the best speakers from your state/provincial and regional conferences to submit proposals to speak in Las Vegas. Information about the types of sessions, criteria for selection, answers to other frequently asked questions, and the proposal form are available online at www.nctm.org/meetings or through NCTM's Fax on Demand service, 1-800-220-8483, document #455. Proposals must be submitted by April 30, 2001 to be considered.

If you need assistance in submitting a proposal online, please contact the Program Manager, Lorenda Wieder, in the NCTM Conferences Department at lwieder@nctm.org. If you have any questions, please contact the Program Chair, Carol A. Edwards, at cedwards@nctm.org.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

DaVINCI PROJECT, 2001

The University of Connecticut School of Engineering is offering the daVinci Project, 2001 again this summer. This program is designed for 7-12 science, math and technology teachers from Connecticut, Rhode Island, and Massachusetts. It is a one-week, residential program (August 5-10) at the Storrs campus which introduces core engineering concepts to teachers, helps teachers to develop instructional materials for the classroom, and gives teachers the confidence to speak to their students about engineering as a career choice. The workshop is all-expenses paid, includes a \$200 stipend, and offers the choice of 3 Masters credits in education, or CEU's (for CT residents only). For more information and an application, visit the project website at www.engr.uconn.edu/davinci. Or you may call for more details: Contact Robert Vieth, Director, at: 860-486-2590.

CENTER FOR INSTRUCTIONAL TECHNOLOGIES

WGBY's CIT continues to have drop-in hours from 3 to 5 PM on Tuesdays and Thursdays. Stop by to preview or borrow videos, evaluate software, ask questions, and get support. They also has a busy schedule of low-cost classes for Spring 2001. For more information check out: www.wgby.org/edu.

LEADERSHIP PROGRAM IN DISCRETE MATHEMATICS

The nationally recognized Leadership Program in Discrete Mathematics will hold Commuter institutes for K-8 teachers at five sites in the summer of 2001. Two of these sites will be in Massachusetts at Wheaton College in Norton, MA and at Worcester Polytechnic Institute in Worcester, MA. These programs will provide a stipend for Massachusetts teachers. Graduate credits and professional development credits will be offered at all sites.

Other Leadership Program institutes will be held at Auburn University, Texas Southern University, and Fairleigh Dickinson University. The Alabama institute will provide housing for up to 24 participants (double occupancy). For additional information about these summer 2001 institute opportunities, please visit the Leadership Program website at: dimacs.rutgers.edu/lp/institutes/index.html or contact Bonnie Katz at: 732-445-4065.

The Young Scholars Programs for High School students will be held from July 9 to August 3 at Rutgers University. For more information visit: dimacs.rutgers.edu/ysp/ or call Debbie Toti, at 732-445-4065.

VISIT OUR WEB SITE
www.wgby.org/edu/mathlink

MATH JEOPARDY COMPETITION

The Math Club at Agawam High School sponsored a Math Jeopardy Competition to celebrate Pi Day, which is March 14th (3.14). A day set aside by many mathematics teachers to celebrate mathematics in a fun and exciting way.

Students in mathematics classes at the high school as well as some faculty members submitted the questions for the game. The large 8 x 8 jeopardy board as well as other props for the stage were designed by students in the Math Club, who are required to perform 10 hours of community service, in this case promoting mathematics, as part of their membership requirements. The hosts for the game were Michael Kirk and Jenna Bodurtha, senior members of the club.

Over 25 students tried out to compete in the two jeopardy games held that Wednesday afternoon. The first game was for grades 9 and 10 and included topics covered in Algebra I, Geometry, and Algebra II, as well as general math trivia. Contestants for this game included Will Hamre, Michael Lalli, and David Rosenberg all sophomores at the high school.

The second game had students in grades 11 and 12 compete. Contestants included Timothy Chretien, a senior, and juniors, Michael Kelly and Kim Landry. Topics for this game included those covered in Geometry, Algebra II, and Advanced Mathematics (Pre-Calculus).

Although the students knew many of the answers, there were some questions that they were unable to provide responses. When that happened, the host turned to the audience for the answer. The audience, which comprised of mathematics students and their teachers, were able to earn prizes if they could provide the correct response.

Funding for the event was provided through a fund for promoting mathematics by MATHWEST. Thanks to their generous support, students were able to purchase the materials and supplies to build the game board and other props, that made the event such a success.

Donated prizes for the competition included gift certificates to the Holyoke Mall. Taking home the top prize was Kimberly Landry whose overall score was 7000. A first prize for the high scorer of the other game went to David Rosenberg. Second place finishers were Mike Lalli and Timothy Chretien, while third place finishers were Will Hamre and Mike Kelly. Prizes were awarded at a later date.

Do you have an interesting idea to help promote mathematics education?
Do you need some funding?
MATHWEST has a small amount of money set aside for this purpose, since no grant was awarded last year. Contact a board member for more information.

Figure This!

Math Challenges for Families

How fast does your heart beat? How long does it take for your heart to beat 1000 times? If you started counting your heartbeats at midnight on January 1, 2000, when would you count the millionth beat? The billionth beat?

Check it out online at: www.figurethis.org

NEW TECHNOLOGY TAKES THE FLOOR AT ORLANDO CONVENTION

One of the most popular aspects of an NCTM conference is the commercial exhibits. The NCTM 79th Annual Meeting in Orlando was no different. Amongst the over 270 displays of textbooks, classroom manipulative, and calculators available for purchase, there were demonstrations of new technology which will enter the market this summer.

Amongst the new technology available include: TI Navigator, Geometer's Sketchpad 4.0, a new version of MathType, and innovative new products such as Calculus in Motion.

TI Navigator brings together three distinct TI products, the TI-83 Plus handheld device, wireless networking capabilities and Web browser programming. Students using the handheld device plug into a transmitter which communicates instantly with the teacher's device. More information can be found at their new website: www.education.ti.com

Scheduled to be released this summer, Sketchpad 4.0 will allow Calculus concepts to be easily investigated using its dynamic capabilities. The program allows the user to easily graph functions and find their derivatives, or vice versa. See www.keypress.com/sketchpad for more information.

MathType 5 will make publishing mathematical equations on the web easier. It will allow the user to include a tilde, hat, arc, or vector symbol over more than one character. It also includes cross-out templates for showing cancellation. For more information, check out: www.mathtype.com.

Calculus in Motion is a series of Geometer Sketchpad animations, designed by a mathematics teacher, that demonstrate calculus concepts with the click of a button. Animations include those to explain the mean-value theorem, the fundamental theorem of calculus, as well as concepts such as related rates. A second set of animations are available to explain the free response questions from the AP Calculus Exam from 1997—2000. For a brochure and order form, contact Audrey Weeks at: amweeks@aol.com.

IN THE PRESS

MATH TEACHERS TAKE FIGHT VS. APTITUDE TEST TO COURT

Boston Herald, 14 March 2001

HOW TO FIX AMERICA'S SCHOOLS

Business Week, 19 March 2001

Opposing sides in the battle over Massachusetts' plans to force some math teachers to take aptitude tests squared off in court Tuesday. The Massachusetts Teachers Association and the Massachusetts Federation of Teachers filed a lawsuit against the state Board of Education last year after the board called for teacher testing in schools where students score low on the math section of the MCAS test.

Lawyers for the teachers argued that it is unfair to only test teachers in failing schools because studies show that students' socio-economic conditions are a major factor in test scores. Lawyer Sandra Quinn also noted that the Education Reform Law passed by the legislature in 1993 requires teacher-testing issues to be decided through collective bargaining, not by regulation.

But Assistant Attorney General Pierce Cray, arguing for the state, said the board should have the right to test teachers, especially since there is a high failure rate on the 10th-grade math test. "If the teachers do poorly on the test, that is something people would expect the state to do something about," Cray said.

Tuesday's hearing was on the state's motion to dismiss the lawsuit. Judge Patrick King said he will render a decision at a later date.

FROM WORKPLACE TO CLASSROOM

Boston Globe, 01 April 2001 (p. B06)

A New Hampshire-based defense contractor is loaning one of its engineers to a local high school to help ease the shortage of qualified math teachers. BAE Systems allows engineer Patricia Haftel to leave the workplace for a few hours every day to teach Algebra II at Nashua Senior High School. The school reached out to BAE out of desperation earlier this year after their regular Algebra II teacher left.

"We went through every possibility and we had a few interviews, but nothing seemed to work," said associate principal Richard Burpee.

Haftel had just finished a master's degree in education, so she was more than qualified for the position. But she didn't want to give up her engineering job. So now, she begins work at BAE at 5:30 a.m., works for two hours, and then heads for the high school. She's back at BAE by 9 a.m., but returns to the school after her shift to tutor her students. Classroom preparation adds another 12 hours to her work week.

Burpee said the arrangement is working out so well that they are considering approaching a high-tech employer about lending a professional to teach computer science. Haftel, he says, is particularly good at giving kids real-life examples of how math is relevant.

*Classroom preparation
adds another 12 hours
to her work week.*

In the meantime, eight other BAE engineers have expressed interest in teaching in the public schools. "BAE is agreeable as long as our employees are still able to do their jobs," said Nancy Huntley, the company's manager of community relations.

Business Week magazine worked with an array of experts and educators to draw up an extensive list of strategies they say will go a long way toward fixing the country's schools. Every strategy, they say, is backed up by compelling evidence that it works. Any serious reform must be accompanied by a hefty increase in education spending. And the overriding lesson is that no single idea can solve the many problems burdening America's schools. Some of the strategies are briefly outlined below:

1) Pay Teachers for Performance.

The outdated salary structure used in most schools today "has become a straitjacket" that prohibits schools from rewarding the best teachers or paying more for math and science expertise.

2) Make Schools Smaller.

New schools should be constructed to accommodate no more than 200-500 students. Existing schools should be downsized by creating schools-within-schools.

3) Hold Educators Accountable.

School performance does rise with well-designed accountability systems that incorporate various measures of achievement.

4) Offer More Variety.

Giving kids a choice of public schools is a realistic alternative to vouchers. Charter and magnet schools provide a "competitive jolt" to the system, and better serve the many needs of the student body.

5) Provide Adequate Funding.

Many states are struggling to come up with school funding systems that equalize spending among all districts. But some reformers are advocating instead for systems that provide adequate, rather than equal, funding.

Wyoming, for example, determined that it costs \$7400 per student in their state to provide an adequate education. It may be, however, that the federal government will have to resolve funding disparities between states.

SCHOOLS SCRAMBLE FOR SUBSTITUTES

Washington Post, 12 April 2001 (p. B01)

As many as 10 percent of the country's classrooms are led by a substitute teacher on any given day. But increasingly, those teachers are, at best, minimally qualified for the job. Because of the nationwide teacher shortage, most districts now hire substitutes without teaching certificates or even college degrees. In Washington DC, the situation is so bad that principals often have to ask teacher's aides to take over classes, redistribute students among other classes, or simply have youngsters pass the time in the cafeteria.

"It's a sign of the times, that we're at the point where we don't have enough degreed...people to impart the knowledge our children need to move ahead. It's puzzling," said elementary school principal Cynthia Rodgers.

The problem is particularly acute because even as supply dwindles, demand is rising. Teacher contracts give more personal leave and sick days now. And school districts are pulling teachers out of their classrooms for training in an effort to meet new state standards. Some school administrators are trying to minimize the amount of time teachers spend outside the classroom by offering teachers extra money to train during after-school hours.

MATHWEST
The Association of Mathematics Teachers in Western Massachusetts

CONSTITUTION

ARTICLE I. NAME

The name of the organization shall be *The Association of Teachers of Mathematics in Western Massachusetts*, aka (MATHWEST).

ARTICLE II. PURPOSES

The purposes of MATHWEST shall be to:

1. Promote interest in mathematics and to encourage effective teaching by providing opportunities for the interchange of ideas among members and by providing information as to current mathematical and pedagogical issues.
2. Promote an on-going relationship between teachers of mathematics on elementary, middle, secondary, and post-secondary levels.
3. Provide information as to courses of study and other relevant activities and resources that may be of interest to its membership.

ARTICLE III. MEMBERSHIP

All persons who teach mathematics or who are interested in mathematics are eligible for membership.

ARTICLE IV. OFFICERS

The Officers of MATHWEST shall be President, President Elect or Immediate Past President, Secretary, and Treasurer.

ARTICLE V. EXECUTIVE BOARD

The Executive Board shall be composed of elected members, ex officio members, and the newsletter editor. Elected members shall include the four officers and five at-large members elected from the general membership. Ex officio members shall include all Past Presidents who wish to remain active when their terms of office have expired, and representatives of other groups with which MATHWEST may affiliate and who agree to serve. The newsletter editor and ex officio members shall be appointed on an annual basis by the elected members of the Board and serve at the discretion of the Board. The elected, active ex officio Board members, and the newsletter editor shall have the same voting privileges.

ARTICLE VI. DISSOLUTION

Notwithstanding any provisions of these articles, the Association is organized exclusively for one or

more of the purposes as specified in 501[c][3] of the Internal Revenue Code of 1954, and shall not carry on any activities not permitted to be carried on by an association exempt from Federal Income Tax under IRC501[c] or corresponding provisions of any subsequent Federal Tax Laws.

No part of the net earnings of the association shall inure to the benefit of any member, trustee, director, officer of the association, or any private individual (except that reasonable compensation may be paid for services rendered to or for the association), and no member, trustee, officer of the association, or any private individual shall be entitled to share in the distribution of any of the assets on dissolution of the association.

No substantial part of the activities of the association shall be carrying on propaganda, or otherwise attempting to influence legislation (except where otherwise provided by IRC 501[c][3] or participating in, or intervening in (including the publication or distribution of statements), any political campaign on any candidate for public office.

In any taxable year in which the association is a private foundation as described in IRC 501[a], the association shall distribute its income for said period at such time and manner as not to subject itself to tax under IRC 4942 and the association shall not (a) engage in any act of self-dealing as defined in IRC 4943[c], (b) make investments in such a manner as to subject the association to tax under IRC 4944 or (c) make any taxable expenditures as defined as defined in IRC 4945[d] or corresponding provisions of any subsequent tax laws.

In the event of dissolution, all of the remaining assets and property of the association shall, after necessary expenses thereof, be distributed to another organization under IRC 501[c][3], or corresponding provisions of any subsequent Federal tax laws, or to the Federal government, or state or local government for a public purpose, subject to the approval of a Justice of the Supreme Court of Massachusetts. This organization shall be selected in the final Executive Board meeting of MATHWEST, which has similar purposes.

ARTICLE VII. FISCAL YEAR

The fiscal year of MATHWEST shall be from January 1st through December 31st.

MATHWEST
The Association of Mathematics Teachers in Western Massachusetts
BY-LAWS

ARTICLE I. DUTIES OF OFFICERS AND EXECUTIVE BOARD

PRESIDENT:

To provide for the meetings of the Executive Board at least twice each year and on such occasions as may be desirable; to preside at all meetings of the Executive Board, to serve as ex officio member of all committees; to assume responsibility for the planning of meetings and the securing of speakers with the advice and assistance of the Executive Board; to appoint committees and representatives subject to the advice and consent of the Executive Board; to serve on the ATMNE Board; to function as Treasurer in the event that the Treasurer is unable to fulfill his/her duties; to assume all other duties customarily devolving upon a president except as otherwise provided in the Constitution and By-Laws or by resolution of the Executive Board.

PRESIDENT ELECT or IMMEDIATE PAST PRESIDENT:

To assist the President in the performance of his/her duties; to preside at all meetings of the Executive Board in the absence of the President; to serve as MATHWEST Representative to ATMNE

SECRETARY:

To record and maintain records of all minutes of meetings of MATHWEST and the Executive Board; to provide copies of those minutes for members of the Executive Board; to notify members of the Executive Board as to the time and place of all its meetings; to carry on all correspondence as requested by the President and/or the Executive Board.

TREASURER:

To receive all money paid MATHWEST and to make all disbursements subject to the approval of the Executive Board; to keep accurate and timely records; to prepare and present a report at the first MATHWEST meeting each fall summarizing the receipts and payments of MATHWEST for the previous fiscal year and to file the report with the minutes; to prepare interim reports for each meeting of the Executive Board and at other times as may be appropriate.

AT LARGE MEMBERS:

The NCTM Representative, the Membership Chair, and the Government Relations Chair shall be chosen from the Members at Large. The Newsletter Editor shall be appointed each year by Board and will serve as its sixth member.

MEMBERSHIP CHAIR:

To maintain the MATHWEST mailing list; to prepare and maintain an accurate and up to-to-date membership list; to be responsible for the annual enrollment; to assume responsibility for registration at all meetings.

NEWSLETTER EDITOR:

To prepare the MATHWEST NEWSLETTER and supervise a support committee.

ARTICLE II. TERMS OF OFFICE AND ELECTION

Each officer shall serve a two-year term, which shall begin on the January 1st following his/her election and end on December 31st following the election of a successor. Election of the President shall occur biennially. Each person elected to this office will serve a total of four years: the first as President Elect; then two years as President; and one year as Immediate Past President. Members of the Executive Board will serve two-year terms, two of which will

expire in years congruent to one modulo and three of which will expire in years congruent to 0 modulo 2. Membership shall be limited to no more than two successive terms in a single position. After leaving the board for at least one year, a person will be eligible to stand for re-election.

Each member of the regular Board shall chair a specific committee. Ex-officio members include all past presidents and certain persons invited by the Board. Continued membership on the Board by ex-officio members will be reviewed on an annual basis and continued membership will depend on attendance at Board meetings.

Elections shall be held at the December meeting of MATHWEST. A nominations committee, which shall call for further nominations from the floor, shall present a slate of nominees and nominees shall be elected by a majority vote of the members present.

In case of a vacancy in any elected office, the president shall appoint a MATHWEST member to fill the unexpired term subject to the approval of the Executive Board.

ARTICLE III. MEMBERSHIP

1. Any person dedicated to the purposes of MATHWEST is eligible for membership and shall become a MATHWEST member upon payment of the membership dues.

2. Annual dues of MATHWEST shall be of such an amount as may be approved by the Executive Board and by the general membership. Annual dues will be for one calendar year beginning on the date of enrollment and ending at the end of the month the following year.

ARTICLE IV. QUORUM

At any general meeting of MATHWEST, a quorum shall consist of those members present. At any Executive Board meeting, a quorum shall consist of five members of the Executive Board, at least two of whom must be officers and one of which must be either the president, the president elect, immediate past president.

ARTICLE V. MEETINGS

MATHWEST will hold as many yearly meetings as may be deemed appropriate by the Executive Board. All general meetings of MATHWEST will be held subsequent to appropriate written notice to the general membership. One of these meetings will be designated as an Election Meeting and one will be designated as the Constitution Meeting. Notice of all general MATHWEST meetings shall be distributed via the newsletter.

ARTICLE VI. AFFILIATION

MATHWEST shall seek and maintain affiliation with the National Council of Teachers of Mathematics, Academic Alliances and other organizations subsequent to the approval of the Executive Board and the general membership.

ARTICLE VII. AMENDMENTS

These by-laws may be amended upon recommendation of the Executive Board and a favorable vote of those present at the MATHWEST Constitution meeting.

ARTICLE VIII. RULES

Robert's Rules of Order will be the authority for conducting the business of MATHWEST unless they conflict with the Constitu-

BOARD OF DIRECTORS

OFFICERS

President

Lyn Heady (01-02)
P.O. Box 784
Easthampton, MA 01027
Tel: (413) 584-7041
lheady@hotmail.com

Past President

Harold (Spike) Clancy (01)
2244 Baptist Hill Road
Palmer, MA 01069
Tel: (413) 289-0085
sclancy@massed.net

Secretary

Liz Kosior (00-01)
158 Corey Colonial
Agawam, MA 01001
Tel: (413) 786-1388
SKosior@aol.com

Treasurer

Cindy Tuthill (01-02)
20 Mill Road
Hampden, MA 01036
Tel: (413) 566-0224
teach12753@rcn.com

Board

James Annear (00-01)
290 Regency Park Drive
Agawam, MA 01001
annearjj@aol.com

Dr. Paul Desmarais (00-01)
P.O. Box 163
Granby, MA 01033-0163
Tel: (413) 467-3766
paul.desmarais@the-spa.com

Dr. Louise M. Lataille (00-01)
21 Maple Street
Chicopee Falls, MA 01020
Tel: (413) 592-7120
louiselat@juno.com

Nancy Strouse (01-02)
89 Lower Massachusetts Avenue
West Springfield, MA 01089
Tel: (413) 737-3403
nancyst@massed.net

Donna Watson (01-02)
55 Ridgcrest Circle
Westfield, MA 01085
Tel: (413) 568-3914
dmwatson55@aol.com

Don White (00-01)
34 North East Street
Amherst, MA 01002
Tel: (413) 253-5413
dfwhite@massed.net

EX-OFFICIO BOARD

William Chandler
119 Chantilly Ave.
North Adams, MA 01247
Tel: (413) 664-6705
chandlerww@aol.com

Sarah Cothran
WGBY-TV
44 Hampden Street
Springfield, MA 01103
Tel: (413) 781-2801
Fax: (413) 731-5093
scothran@wgby.org

Neil E. Davidson
Commissioner's Office
Office for Mathematics and Science
Department of Education
350 Main Street
Malden, MA 02148-5023
Tel: (781) 338-3463
Fax: (781) 388-3395
ndavidson@doe.mass.edu

William Masalski
25 Cherry Lane
Amherst, MA 01002
Tel: (413) 549-6978
william.masalski@educ.umass.edu

Ruth O'Malley
1085 Pleasant Street
Palmer, MA 01069
Tel: (413) 283-3386
romal@mail.ccsinet.net



COMMITTEES

Mary Alice Wilson Grant
Harold (Spike) Clancy

Membership
Donna Watson

NCTM Representative
Lyn Heady

ATMNE Representative
Harold (Spike) Clancy

NCTM Materials
Ruth O'Malley

Newsletter Editor
Scott L. Trahan
Agawam High School
760 Cooper Street
Agawam, MA 01001
Tel: (413) 821-0530 (W)
Tel: (413) 789-2292 (H)
SLTrahan@aol.com

Give new members of your
mathematics department
the gift of professional growth.

Give them a membership to
MATHWEST

They'll receive our newsletters,
membership to ATMNE, and in-
formation on professional develop-
ment opportunities including our
general membership meetings.

LOOK INSIDE FOR
THE MATHWEST
CONSTITUTION AND BY-LAWS

MATHWEST NEWS

P.O. Box 784
Easthampton, MA 01027

MATHWEST MEMBERSHIP APPLICATION FORM

Mail to: MATHWEST, P.O. Box 784, Easthampton, MA 01027

Membership Category:

- 1 Year Regular (\$15)
 1 Year Full-Time Student (\$5)
 1 Year Full-Time Retired (\$10)
 3 Year Regular (\$40)

Area of Professional Interest:

- Elementary
 Middle School
 Secondary
 College

Amount Enclosed \$ _____

*Membership make a great gift for a
new member of your mathematics department!*

NAME _____

STREET _____

CITY _____ STATE _____ ZIP _____

PHONE _____ EMAIL _____

Are you a member of NCTM? YES NO

A member of another NCTM affiliate? YES NO If yes, which one? _____