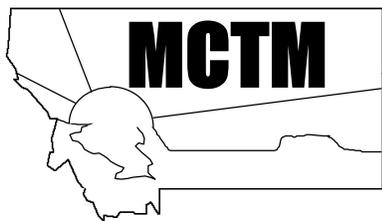


# MONTANA MATHEMATICS

A Publication of the Montana Council  
of Teachers  
of Mathematics



September, 2004

Volume 39

Issue 1

## President's Message

Wow, and then fall approached. If you are like me, when August rolls around, the first question I always hear is, "Are you ready for school to start?" Most teachers will answer with a little hesitation. There are times I would like to say that I would love to wait another couple of weeks before we start. But, as the time gets closer, I feel the tingly sensation of a new year. New students, new material and new goals fill the new year with excitement and anticipation.

My wish for all teachers is to have a productive, fun-filled, and stress-free year. As we start the new year, there are some beliefs I hold that I would like to share with you.

I believe that teachers are not "independent contractors". I believe we need each others support. When the day looks long and you need a friend to lean on, find someone. Don't shoulder the world's problems by yourself. Take the time to ask for suggestions, to find a friend, and to help one another.

I believe we need to set goals for the new year. Goals can be very simple or very intricate. My goal (at least at this point), is patience. It is something I strive for all year long, but seem to have trouble maintaining during the course of the full 180 days. At the start of the year it always seems like such an attainable attribute, but as the year wears on, I sometimes feel farther and farther from my original intention. We need to realize that each student needs our patience and positive attention each and every day. As we progress through the year, we could be the best thing that happens each day to some of our students. You never know when a kind word or a smile will turn an ugly day into a memorable one for a student.

I believe we need to try new strategies in our classroom each year. Maybe we only try one, but each step is progress as we try something different. There are times that we fail, but without trying, who knows what we can accomplish. Because of the No Child Left Behind test, a goal might be to try some Constructed Response questions and assessment in our classrooms. MCTM has a wonderful program that addresses this issue. STARS ( Student & Teacher Assessment Resources) was developed by Montana teachers over the last few years to aid and guide

classroom teachers and students to become adept for this type of question. MCTM Past-President Jean Howard, now of the Montana Learning Center at Canyon Ferry, has some great workshops available. Even a small change in our classroom, if a good one, will blossom and expand.

I believe teachers should be active in organizations, whether school related or otherwise. The MCTM has to be one of the most active organizations in the state. From the STARS program to professional academies building content areas for teachers, to a fantastic website ([www.montanamath.org](http://www.montanamath.org)) to the amazing Leadership Conference in January. Remember, this organization is not exclusive. We are only as good as our membership. You can make a great organization even better. Talk with your regional rep and find out what is going on in the state and how you can make a difference. Each regional rep will be e-mailing information to all of the MCTM members with the opportunities in your district and the state. If you are not receiving this info, let your rep know. It is some great stuff.

Finally, I believe that I am extremely lucky to be president of MCTM and to be associated with the math teachers of Montana. I truly believe that you are the finest in the nation.

*Jim Hamling*

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SIMMS Integrated Mathematics  
Dissemination Project

As you read this message, Terry Souhrada and Peter Fong are busy writing the revision for the new Third Edition of the SIMMS IM curriculum. The expectation is that the edition will be commercially available sometime during the 2005-2006 school year.

The principal features of the new edition will be:

- Condensing of the current six Levels into 4 Levels
- Adding "Warm Up" problems to the Student Edition for skill development practice
- Including some examples to highlight 'algebraic manipulation' where appropriate
- Combining some modules and creating some new modules to better address state mathematics standards
- Reorganizing the placement of some modules to better reflect when state standards expect treatment of given topics
- Revising of the Teacher Edition to include more and improved Teacher Notes; reorganized and updated objectives, timelines, materials lists, and technology lists; and a new Teacher Resource CD which will consist of blackline masters, along with quizzes, tests, review problems (Flashbacks) and their solutions.

Suggestions from classroom teachers will be solicited in the following manner and those suggestions will be considered in the final manuscript:

Two Teacher Panels consisting of 4 two-person teams will be hired for 8 days in June 2005 to provide suggestions for the improved Teacher Edition  
During the 2004-2005 school year classroom teachers will pilot those modules that are totally or substantially new.

It has taken the concerted effort of many people within MCTM as well as Kendall/Hunt Publishing to make this revision effort a reality. The result will be an improved curriculum that will further establish SIMMS IM as a leading Standards-based curriculum in this country.

I want to again thank everyone who has had a part in the development and implementation of SIMMS IM. It is the combined effort of all those people all across this country that has resulted in such an exceptional curriculum. We all should be proud of that effort as well as this new effort.

In a related note, the NSF funding for the SIMMS IM Dissemination Center was to expire on August 31, 2004. Through some conservation of funds, assistance from Kendall/Hunt, and additional funding from the umbrella group (COMPASS), the Center will remain open and fully operating through June 2005.

If there is anything I can do to help in your adoption or implementation plans, please contact me at [gbauer@montana.edu](mailto:gbauer@montana.edu) or 1-800-693-4060.

Gary Bauer, Director  
SIMMS Integrated Mathematics  
Dissemination Project  
401 Linfield Hall  
Montana State University-Bozeman  
Bozeman, MT 59717-2810  
[gbauer@montana.edu](mailto:gbauer@montana.edu)  
406-994-7066 (w)  
800-693-4060 (toll free)  
FAX: 406-994-3733  
<http://www.simms-im.com> (Kendall/Hunt web site)  
<http://www.montana.edu/wwwsimms/> (Dissemination web site)

## Quotes and Jokes from the Classroom Teacher!

If you have a quote or joke to share with our membership, please Email them to [scottl@billings.k12.mt.us](mailto:scottl@billings.k12.mt.us).

The last one has to do with TIME:

- To realize the value of ONE MONTH, ask a mother who gave birth to a premature baby.
  - To realize the value of ONE WEEK, ask the editor of a weekly newspaper.
  - To realize the value of ONE HOUR, ask the lovers who are waiting to meet.
  - To realize the value of ONE MINUTE, ask a person who missed the train.
  - To realize the value of ONE SECOND, ask a person who just avoided an accident.
  - To realize the value of ONE MILLISECOND, ask the person who won a silver medal in the Olympics.
- TREASURE EVERY MOMENT THAT YOU HAVE.  
Treasure every moment that you have!

Rose Steiner

## A National Mathematics View

Johnny W. Lott

As the Montana Council of Teachers of Mathematics prepares to gather a group together at Canyon Ferry to consider state mathematics standards, I cannot begin to tell you how important that is. This summer in Park City, Utah, with a grant to the National Council of Teachers of Mathematics (NCTM) and the Association of State Supervisors of Mathematics (ASSM), Cathy Nishimura, Past President of ASSM and I brought together 74 people to consider the collection of state standards from around the United States with the addition of the Department of Defense Schools Standards and the Washington, DC, standards. The stated goal of the meeting was to look for similarities and differences in these standards at grade level for each of the grades kindergarten through twelfth.

The 74 people were representatives of ASSM, NCTM and the mathematics community. ASSM had 46 people; NCTM had 15 people, and there were 13 mathematicians or representatives of the mathematical world. The group met for three days of intense work.

To do this work, Barbara Reys, the University of Missouri—Columbia had graduate students work to get the latest drafts of state standards at the elementary and middle grades. I gathered the high school standards for the work. While it was recognized that any work would be simply a snapshot in time of the standards, the grant proposal outlined a plan to have groups of 5-6 consider the standards across all states for each grade level. This plan was reasonable for most of the K-8 work. It was not so reasonable at the high school level and there was a look at grades 9, 10 and an 11-12 combination as well as courses such as Algebra I, Algebra II, Geometry, Pre-Calculus, Statistics, Integrated Mathematics I, and Integrated Mathematics II.

The final report is still being developed and will take at least until the end of September to get the draft ready. However, there are lessons learned that any Montana group should consider:

- Make any definitions needed very clear.
- Definitions are needed because all do not have the same understanding. A glossary might help.
- Make language very clear. We do not all use the same language in mathematics and as many have learned from the NCTM *Principles and Standards for School Mathematics*, many interpretations abound.
- Because of the requirements of the No Child Left Behind Act, grade level expectations are required for some grades from each state. As standards are considered (and they do tend to be more general), think through how a standard can be translated into a grade level expectation.

I could continue, but more needs to be done on the final report for the grant first. The Montana work should be faced head on and taken very seriously. AND once things have been decided for Montana, those agreed upon standards need to be made widely available and in an easy to find place. They cannot simply be buried on some obscure website. These are lessons learned from trying to co-direct the Park City National Mathematics View Project.



**SEE YOU IN HELENA OCTOBER 21-22**

## An Update on the Montana Learning Center at Canyon Ferry Lake

The new institute on the lake is off to a fine start! Thanks to the support of mathematics and science leaders we were able to offer STARS, statistics, geology, Lewis and Clark, and student exploration workshops. Some of the latest happenings are:

1. We received our official 501 (c) 3 nonprofit status with the IRS. We will have a Founders Fund drive this Fall.
2. The Montana Learning Center is scheduled take over all the work, obligations and assets of the Montana Science Institute on January 1st 2005!
3. We have scheduled a COMET (Creating Opportunity in Mathematics for Excellence in Teaching) program in conjunction with the Montana Council of Teachers of Mathematics.
4. Jean Howard is our new Communications Director and will guide both the COMET grant and the operations of the Center.

## Website for Statistics Activities

A new website is being developed to share activities to be used in teaching statistical concepts. It is designed so classroom teachers can download and print pdf files with Acrobat Reader. Check out the website for this project at [www.umwestern.edu/shares/math\\_share/stats](http://www.umwestern.edu/shares/math_share/stats).

This project started in November 2003 with the Stats on the Lake Conference at the Canyon Ferry Conference Center. About 24 teachers gathered to learn more about statistics and to develop lesson plans for statistical activities. Dick Seitz compiled the activities written by project participants. In June 2004, a workshop on "Sharing Probability and Statistics Activities via Internet" was held in Dillon under the direction of Otis Thompson and Eric Dyerson of UM-Western and Dixie Metheny of MSU-Billings. At this workshop, the participants developed guidelines and formats for placing lessons on this website.

This website is a work in progress. You are encouraged to try an activity with your students, then complete a feedback form. Eric Dyerson will serve as website moderator. To add your favorite stats activity, contact Eric at [e\\_dyerson@umwestern.edu](mailto:e_dyerson@umwestern.edu).

**Sandy Johnson**

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## TEN PAINFUL PUNS

1. Two vultures board an airplane, each carrying two dead raccoons. The stewardess looks at them and says, "I'm sorry, Gentlemen. Only one carrion allowed per passenger."
2. Two boll weevils grew up in South Carolina. One went to Hollywood and became a famous actor. The other stayed behind in the cotton fields and never amounted to much. The second one, naturally, became known as the lesser of two weevils.
3. There were two Eskimos sitting in a kayak. They were cold so they lit a fire, and the craft sank. It only proved, once again, that you can't have your kayak and heat it, too.
4. A three-legged dog walks into a saloon in the Old West. He slides up to the bar and announces, "I'm looking for the man who shot my paw."
5. Did you hear about the Buddhist who refused Novocaine during a root canal? He wanted to transcend dental medication.
6. A group of chess enthusiasts checked into a hotel and were standing in the lobby discussing their recent tournament victories. After about an hour, the manager came out of the office and asked them to disperse. "But why?" they asked, as they moved off. "Because," he said, "I can't stand chess nuts boasting in an open foyer."
7. A woman has twins and gives them up for adoption. One of them goes to a family in Egypt and is named "Ahmal." The

- other goes to a family in Spain and they name him "Juan." Years later, Juan sends a picture of himself to his birth mother. Upon receiving the picture, she tells her husband that she wishes she also had a picture of Ahmal. Her husband responds, "They're twins! If you've seen Juan, you've seen Ahmal."
8. These friars were behind on their belfry payments, so they opened up a small florist shop to raise funds. Since everyone liked to buy flowers from the men of God, a rival florist across town thought the competition was unfair. He asked the good brothers to close down, but they would not. He went back and begged the friars to close. They ignored him. So, the rival florist hired Hugh MacTaggart, the roughest and most vicious thug in town to "persuade" them to close. Hugh beat up the friars and trashed their store, saying he'd be back if they didn't close up shop. Terrified, they did so, thereby proving that Hugh, and only Hugh, can prevent florist friars.
  9. Mahatma Gandhi, as you know, walked barefoot most of the time, which produced an impressive set of calluses on his feet. He also ate very little, which made him rather frail and with his odd diet, he suffered from bad breath. This made him... what? Answer: A super calloused fragile mystic hexed by halitosis.
  10. And finally, there was the person who sent ten different puns to friends, with the hope that at least one of the puns would make them laugh. Unfortunately, no pun in ten did.

Kathie Daviau

COMET

Creating Opportunity in Mathematics  
for Exemplary Teaching

**Grand News!!!** The MCTM COMET, Creating Opportunity in Mathematics for Exemplary Teaching, two year Math Science Partnership grant from the Montana Office of Public Instruction has been approved!

The COMET program will provide quality professional development for K-12 teachers seeking to improve their content knowledge and student performance. Teachers will experience “doing” relevant mathematics through active learning, collaborative work, and other strategies that are proven to benefit ALL students and can be replicated in the classroom.

Twenty-five participants for each grade band, elementary, middle school, and high school will be selected in November. Those selected will participate in an orientation at the 2005 MCTM/MSTA Leadership Conference, a ten-day 2005 summer institute, 2005-06 academic year activities, and a final five-day summer institute in 2006. Each participant will

- receive a stipend, NCTM membership, materials,
- learn relevant and applicable mathematics content,
- practice effective teaching strategies,
- use technology resources,
- apply knowledge and strategies in ongoing and reflective practices,
- develop skills in assessing attainment of state and national standards,
- network with colleagues, and
- become a mathematics specialist.

For more information contact Jean K. Howard at the Montana Learning Center (406) 475-3638 or [j.k.howard@bresnan.net](mailto:j.k.howard@bresnan.net)

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Dear Colleagues,

I have just released vol1,no.2 of TMME (whose theme is Contemporary and Historical Topics in Geometry). Here is the link if this is of interest to your respective organizations and its friends.

<http://www.montanamath.org/TMME/TMMEv2.html> <<http://www.montanamath.org/TMME/TMMEv2.html>>

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Bharath Sriraman, PhD

Editor, The Montana Math Enthusiast

<http://www.montanamath.org/TMME/> <<http://www.montanamath.org/TMME/>>

Asst.Professor of Mathematics and Mathematics Education

Dept. of Mathematical Sciences

The University of Montana

Missoula, MT 59812

USA

## ASK BARNEY



### 1. Barney, you ol' pooch. Whatcha been doing this summer? Anything fun?

I had a great summer. Thanks for asking. I had the good fortune of watching an outstanding Egyptian band perform. You know what makes them outstanding? They all toot in common! Cute huh? I love to read in the summer too. For a good read, Pat Conroy is hard to beat. As the Houston Chronicle said, "Reading Pat Conroy is like watching Michelangelo paint the Sistine Chapel". "The Water is Wide" is a great story about a school teacher in an impoverished part of the south. I am also trying to wade through "Knowing and Teaching Elementary Mathematics" by Liping Ma. It is tough but really worth the effort. Another one I have been working on (little by little) is "Adding It Up" by the National Research Council.

### 2. I have been trying to think of ways to sharpen my teaching skills as I was preparing for this year. Do you have any good ideas?

I am so glad you asked. I have a couple of good ideas.

1) First, you should get a copy of the MCTM's non-negotiables. Last year, Cole Maxwell and crew of MCTM teachers from around the state started to develop a list of essential skills students should have at the end of each grade. If you haven't seen them, contact an MCTM board member and they would be more than happy to get a copy to you. Realize though that they are a work in progress. Your input (or anyone's) is more than appreciated. Cole gathered his most excellent crew to do some fine-tuning on the list in September. Each year the list is revisited, it will get better and better as we get input from teachers.

2) Another idea (and definitely not mine), is make sure you convey to the students the objective you wish to teach and they are to learn. I believe it is a proven fact, if you tell students exactly what it is they are to learn, their productivity goes up.

### 3. I am excited about the upcoming fall conference. What should I know?

Wow, I would love to go into all of the details, but here are a few ideas to keep in mind.

1) Remember the annual MCTM meeting will be Thursday at 12:00. All members are invited. The good news, again, is that there will be a "free lunch" for all paid up members. Members are encouraged to attend – this is your organization, become part of it. During the meeting, some of the topics to be discussed are a) the upcoming Leadership Conference b) the budget c) the COMET grant and d) the Professional Development Academy coming up in July of 2005 and sponsored by the MCTM. A new feature last year at the annual meeting was when the members got together with their regional rep and talked about ways to make MCTM an even better organization.

2) The keynote will be Paul Doherty. Paul is a physicist, teacher, author, and rock climber with a Ph D from MIT. He has the distinction of winning the "Best Science Demonstrator" at the World Congress of Museums in Helsinki, as well as having fun performing physical science activities on Late Night with David Letterman.

3) You get to hang out with some of the coolest teachers this side of the Mississippi River. I always learn so much just talking with the fantastic teachers of Montana. As evidenced by test scores, dropout rates, they are among the best in the nation.

### 4. I heard some rumbling that other states are trying to copy what is going on in Montana. What have we accomplished to have other states looking at us?

I can think of many things like: what other state has a dog write a column? Or better than that, we have so many teachers that are active in their district, in the state and at the national level. Do you realize that we have had someone from Montana on the NCTM board for the last 15 or so years? Right now Dick Seitz, from Helena High, is starting his three year term as an NCTM board member, and Johnny Lott just became Past President after a tenure as the president. How cool is it to have the president of NCTM from your state?

# TEACHER SCHOLARSHIPS

Teachers wishing to attend conferences may be eligible for some financial assistance from MCTM in the form of \$250 scholarships for out of state and \$100 for in state meetings. If interested please submit the following form.

**Send application to**

Mike Pierre

MCTM, Scholarship

3471 W Cascade St

Bozeman, MT 59718

**Scholarship Deadline: Dec. 1, 2004**

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**MONTANA COUNCIL OF TEACHERS OF MATHEMATICS  
APPLICATION FOR TEACHER SCHOLARSHIP**

Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

School Name: \_\_\_\_\_

School Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Grade level(s) Taught: \_\_\_\_\_ Subject(s) \_\_\_\_\_

When did you join MCTM \_\_\_\_\_

Have you been a recipient of this scholarship before? \_\_\_\_\_

If so, When? \_\_\_\_\_

What conference or class are you planning to attend? \_\_\_\_\_

Location? \_\_\_\_\_ Date(s) \_\_\_\_\_

Why do you want to attend this conference or class?

What other conferences or classes have you attended in the last five years?

How will you share the information gained from this conference or class?

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## Scholarship winners

### NCTM Convention in Philadelphia

I teach Math to 6th graders in Billings and decided to use only the Connected Math series this past year. The overview is different in that students are encouraged to experience math concepts through discovery, rather than rote memorization of algorithms presented by the instructor. At times the feeling of being “the only one” has gotten pretty discouraging, but I continue to believe my students learn better when they discover those algorithms on their own through investigating.

I was fortunate enough to recently attend the National Math Teacher’s Convention in Philadelphia. The sense of support, encouragement and commonality was overwhelming. I’d like to share some of the highlights of my experience.

I chose mostly student-centered sessions at the convention and was pleasantly surprised to find many other educators with beliefs similar to my own. Teachers validated one another’s use of the questioning strategies and hands-on investigation that are the central focus of Connected Math lessons. Great ideas, as well as reproducible handouts were shared.

Student writing as part of the Mathematics learning experience was a main focus for me this year. I received wonderful suggestions ranging from lists of open-ended questions that can be used as starters for student writing, Venn Diagrams to help visualize commonalities and differences, to grading rubrics to help with evaluation. Encouraging student writing will result in higher-level thinking skills, self-evaluative thought processes, greater learner accountability, and a stronger foundation in math vocabulary and its usage.

I was able to share much of this with my building staff during curriculum meeting. Interest was high, and several other teachers plan to implement some of the strategies that were brought to their attention.

Thank you MCTM for the scholarship assisting me to attend the convention.

*Jill Sanders*

The 2004 MCTM Leadership Conference was recently held in Bozeman, Montana.

This is the third conference that I have attended and the second time that the selected keynote speaker had presented. Besides the renewing of friendships, the information that I took from the conference was that all math teachers in Montana are connected in our dedication to our students and equal in our determination to give our students the best mathematical education possible.

As the only math teacher at a small Class C high school in eastern Montana, I often feel isolated. This opportunity to connect with other teachers in similar situations was invaluable in the exchange of information that took place during the conference itself as well as the social times before, during and after the event. Also I came away from the conference with my desire to incorporate the new standards fully into my existing curriculum and to add new materials as time and effort permit.

I will use the enthusiasm shown by the presenters and participants to reenergize myself and my classroom presentations.

I will maintain the contacts that I made and renewed to use as resources for lessons yet to be presented and as reference points when questions arise that I can not answer.

The most important item that I took from the 2004 Leadership Conference was a renewal of my enthusiasm for teaching mathematics despite the continuing build up of mandated testing and paperwork. The conference reminded me that small school teachers do have resources and contacts and that most mathematics teachers in Montana are dedicated in their beliefs that we work in the greatest state and every one of us has the ‘greatest’ students ever.

I want to thank the MCTM Scholarship committee for awarding me this scholarship that allowed me to attend the 2004 MCTM Leadership Conference.

*Elizabeth Ann Hills*

Greetings! My name is Brittanie Keilman. I am a first-year teacher from Missoula. I am also a new member of MCTM, thanks to the encouragement of my wonderful e-mentor, Jenny Combs. Recently, I attended the MSTA/MCTM Leadership Conference in Bozeman. The topic was assessment, something I’ve been hearing a lot about lately, but also something I didn’t feel very knowledgeable about. As I drove to Bozeman, I was a little nervous. I had no idea what to expect. What would the conference be like? Would there be any other new teachers? Was I about to be overwhelmed with information from more experienced teachers about techniques I should be trying in my classroom? What would the atmosphere be like? My hope was that I would learn ways to benefit my students using assessment, and also maybe meet a few new people.

I am here to let all MCTM Newsletter readers know that I was absolutely blown away by the overwhelming welcome and sense of belonging I felt from the minute I arrived until the conference ended. During the conference, math and science educators from all over the state went out of their way to bring me into the discussions and give me wonderful ideas. I really enjoyed when Dr. Carol Commodore, the keynote speaker, gave a down-to-earth talk about the importance of assessing for learning rather than of learning. I realized that that is something I need to do more of in my classroom! I also gained insightful and easy-to-apply knowledge from the various breakout sessions I attended.

Most of all, I was impressed by the personalities that surrounded me. The educators at the conference were there because they enjoy their work and are motivated by each other. They laugh and share ideas and jokes interchangeably. I felt completely at home with this people whom I had only been with for a few hours. Their spirit and dedication to their work inspired me so much.

I found the Leadership Conference to be a stimulating and educational event. I am already looking forward to next year’s conference. See you there!

Teri Willard, MCTM Scholarship awards

This spring, the Annual NCTM Meeting was held in Philadelphia, Pennsylvania from April 21 through April 24. I was fortunate enough to receive an MCTM scholarship to help defray the expense of attending the conference. I would like to thank the selection committee and all members of MCTM for awarding me this scholarship. This support was very valuable to me because I usually fund the entire conference out of my own pocket.

This annual NCTM event is an excellent opportunity for you to renew your enthusiasm for mathematics education. I would like to share with you two ideas that resulted from my attendance at the meeting.

The first important idea came from the opening session, held Wednesday evening, with the keynote address by Keith Devlin, the "Math Guy" from NPR Weekend Edition. Devlin was introduced by our very own Johnny Lott! The main point of Devlin's talk was that he believes there are two kinds of that I have made a presentation at the Annual Meeting. I would like to encourage all of you to consider submitting a proposal to speak at an Annual Meeting. There are several reasons why I am suggesting that you submit a proposal. First, I have attended a number of our state's MCTM presentations at the fall meetings of MEA. I have seen many excellent presentations and workshops. I feel that there is a lot of talent in our state and that our mathematics teachers are some of the best in the nation. So, we should be sharing our ideas. Second, you will feel a great deal of pride in making a presentation. Four of my

presentations were made with fairly new teachers. Not only did I feel proud to present, but also I think I helped them to become more confident by making a national presentation. They expressed how excited and proud they felt to make an active contribution to the meeting. Finally, it is amazing how many people you meet from all over the United States, becoming more personally involved with them as a result of making a presentation. You become much more involved with these people than with people you just happen to meet in passing at the convention.

If you decide to write a proposal for speaking at an Annual Meeting, remember that the deadline for proposals is almost one year before the actual meeting. Submitting the proposal can be easily done on line at the NCTM website ([www.nctm.org](http://www.nctm.org)). The website has a lot of helpful information about proposals and suggestions for submitting a proposal. Remember that, during most years, only one half of the proposals submitted are actually accepted, so be prepared to be turned down and try again the next year. Consider presenting with a colleague to lessen your stress. Remember that your ideas are just as valuable as those of other teachers and that sharing successful activities from your own classroom helps many teachers and eventually scores of students.

The ideas that I summarized in this article are just two important results of attending the NCTM Annual Meeting. I encourage you to apply for the MCTM scholarship and attend a meeting soon. You will not regret it!

## WE'RE RETIRING

We wanted to take this opportunity to thank all of you for your submissions to the newsletter and let you know that it has been our pleasure to keep you updated on the news of MCTM. We began our work on the newsletter in May of 1997 and have decided it is time to let someone else take over. We wish the new editors the best of luck and we will be helping them along as long as they need us. Thanks again to you all!

Marcia Anderson, Terri Dahl and Joyce Miller

Deadline for November Newsletter is

**November 10, 2004**

Reminders will come from the new editors.

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### **MCTMELECTIONS!**

The MCTM Nominations Committee is now accepting recommendations for the 2005 election. The election will be for three (3) directors (Region 2, 3, and an elementary representative) and one (1) president-elect. Board members are required to attend all Board meetings and represent the mathematics educators in their region. The President-elect will spend one year working in cooperation with the current president, serve a two-year term as President, and one year as a Past-President. Board members will attend 3-5 board meetings; usually October during fall conference, January during Leadership Conference, a spring meeting, and possibly a June meeting during the Academy. Board members will also serve on at least one committee, submit ideas for the Montana Mathematics newsletter, and promote membership and involvement in the organization.

If members of MCTM know of anyone, or if they are interested themselves, they should contact the Nominations Committee at the following address or be present at the MCTM general meeting in Helena during the MEA/AFT Convention and submit the nomination at that time.

#### **MCTM Nominations Committee**

Anne Blotkamp, Chair  
2031 Oro Fino Gulch, Helena, MT 59601  
ablotkamp@helena.k12.mt.us





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STARs I

WHEN: December 3 ebr r

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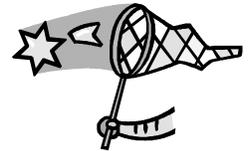
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## **Win a Trip to Anaheim, CA for the NCTM Convention!**

### MCTM Membership Drive

MCTM is hosting a membership drive. Every member that recruits a new member will be entered twice into a drawing for a trip to the NCTM Conference in Anaheim, CA on April 6, 2005 through April 9, 2005. (See [www.nctm.org](http://www.nctm.org) for more details about the conference.) Any member who renews their membership will be entered once.

The winner will receive paid registration at the NCTM member rate of \$160, four nights at a hotel at approximately \$120/night, an airline ticket estimated at \$500 and food expenses of \$25/day for four days. The total prize is not to exceed \$1500.

Members may copy a registration form for membership to MCTM and hand it out to their colleagues. New members need to write your name on the application and you will be entered into the drawing two times for each new member you recruit. The new member will be entered once for their new membership.

The winner of the trip to Anaheim, CA will be drawn at the Leadership Conference in Bozeman on January 8, 2005. The winner and an alternate winner will be selected at random. If the winner is unable to attend the conference, the alternate winner will attend in their place. The prize is not transferable.

Any questions about the contest may be sent to Lisa Scott, Region IV Director, at [scottl@billings.k12.mt.us](mailto:scottl@billings.k12.mt.us).

## Membership Matters!

A new school year brings along many other changes in our lives. Some of us may have new jobs, new schools, and new subscriptions to this newsletter. If you have a new job, we would love to hear about it in either of the Yahoo groups we have for MCTM. If you have gone on to a new school, well, please let me know so I can change your contact information! Lastly, if you have renewed your MCTM membership, then you are on the ball! If the year under your name is 2004 or earlier, then you need to renew your membership...and I can help you with that.

Another change you should notice is the MCTM website. This site has the electronic version of the newsletter, MCTM policies, bylaws, and some interesting photos of groups at Canyon Ferry. The website has many mathematics links for us to use in our classrooms. There are also links for STARs Workshops, MEA/MFT Fall Conference, Leadership Conference, and many other worthwhile areas to explore.

If you haven't explored these online resources, then you should! Here are the urls:

<http://www.montanamath.org>

<http://groups.yahoo.com/group/MontanaMathematicsK-8/>

<http://groups.yahoo.com/group/MathMontana6up/>

I hope you take the time to check these areas out! Have a great school year, and we'll see you in Helena!

Deb Wickum

<b>MCTM Membership Form</b>	
PLEASE FILL IN THIS INFORMATION AND MAIL WITH CORRECT AMOUNT OF MONEY TO: Deb Wickum, Box 78, Chester, MT 59522 DebWickum@hotmail.com	ANNUAL DUES PERIOD IS: September 1 through August 31
Name _____	<input type="checkbox"/> Address change
Address _____ _____	<input type="checkbox"/> New membership <input type="checkbox"/> Renewal
Phone No. _____ e-mail _____	
Contribution to MCTM Endowment (Scholarships & Professional Development Academy): \$5 <input type="checkbox"/> \$10 <input type="checkbox"/> \$25 <input type="checkbox"/>	
Regular \$15 <input type="checkbox"/>	College <input type="checkbox"/>
2 years \$25 <input type="checkbox"/>	High School <input type="checkbox"/>
Student \$8 <input type="checkbox"/>	Middle School/Jr. High <input type="checkbox"/>
Retired (no charge) <input type="checkbox"/>	Elementary <input type="checkbox"/>
MCTM/MSTA \$26 <input type="checkbox"/>	Other _____ <input type="checkbox"/>
Institutional \$30 <input type="checkbox"/>	
10 years \$100 <input type="checkbox"/>	
Life \$150 <input type="checkbox"/>	
<b>Referred by MCTM member</b> _____	

**MCTM NEWSLETTER**  
**Great Falls Public Schools**  
CM Russell High School  
228 17<sup>th</sup> Ave NW  
Great Falls, Montana 59404

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**Editors:**  
**Marcia Anderson**  
**Terri Dahl**  
**Joyce Miller**

Montana Mathematics is a newsletter published for all members of the Montana Council of teachers of Mathematics. The publication comes out 5 times/year and is free to all members of the MCTM. Any information pertaining to MCTM can be sent to Terri Dahl at CM Russell High School, 228 17<sup>th</sup> NW, Great Falls, Montana 59404. All entries will be reviewed.