

## SOME HIGHLIGHTS FROM ICME-6

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The largest contingent ever of mathematics educators met in Budapest, Hungary to attend the sixth International Congress on Mathematical Education (ICME) during the week of July 27 through August 3, 1988. Language, cultural and educational differences did not seem important as problems and possible solutions were discussed.

One such problem is the shortage of mathematics teachers. It should be pointed out that the shortage that exists is no longer just at the secondary level. Colleges and universities are also experiencing such a shortage of mathematics teachers. In fact, within the next ten years, this shortage will probably surpass that of the secondary schools. Some of the causes mentioned for this shortage are:

1. Low salaries as compared to industry.
2. Discouragement of students from entering the profession.
3. Negative attitude of society towards education.
4. Teacher stress.
5. Teacher "burnout".

Thus, the shortage of mathematics teachers might be alleviated by eliminating these causes.

Some schools are now implementing salary differentials to attract and retain mathematics teachers. These salary differentials may take the form of extra pay for "coaching" students, paying for professional memberships and attending conferences, or providing reduced loads. One participant of the conference explained that his country's teachers are encouraged to teach in two schools, each at full pay but reduced loads. Examples of substandard teaching may discourage students from entering the teaching profession. It was felt that it is necessary to upgrade the quality of those entering the profession to make it more professionally attractive to prospective teachers. The negative attitude towards education, according to some participants, could be alleviated by the development of quality programs. In addition, other educational/vocational oppor-