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**A STUDY OF HOW A MODERN MATHEMATICS PROGRAM
WAS PUT INTO EFFECT IN THE ELEMENTARY SCHOOLS
IN
NEW MILFORD, CONNECTICUT**

AN ABSTRACT OF

A THESIS

**PRESENTED TO THE GRADUATE FACULTY
OF DANBURY STATE COLLEGE**

**IN PARTIAL FULFILLMENT
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MASTER OF SCIENCE**

**by
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Today there is a great deal of emphasis on modern mathematics. Since mathematics is needed more than ever before, students should acquire a better understanding of the meaning of numbers. Recently, many schools have changed to a modern mathematics program. I have studied how the New Milford, Connecticut Public Schools went about putting a new mathematics program into effect.

A great deal of planning went into the new program before it was presented to the children. First, the teachers met to discuss the various programs. They felt that they wanted a program which would provide a deeper understanding of mathematics.

After much deliberation, the Greater Cleveland Mathematics Program was chosen by the teachers and the administration as the best program to meet the needs of the students of the school. The things they liked about the program were simplified work sheets, suitable teaching aids, the conceptual approach to mathematics, the spiral method of teaching to reinforce learning and a comprehensive teacher's manual.

In-service courses were held to prepare the teachers for the new program. Once the program was officially started, Grade Level meetings were held to iron out any difficulties encountered when presenting the new material to the children.

At the same time, a modern mathematics course for parents was started. In a town where the average adult education course has difficulty drawing the ten or twelve members necessary to meet expenses, two hundred people signed up for modern mathematics,

thus proving that they were really interested. The most gratifying thing of all was the fact that this interest was maintained during the entire ten weeks of the course.

Toward the end of the first year, the teachers were asked to evaluate the new program. They were given a questionnaire and told to list the things they liked and disliked about the new program. Most of the answers seemed to indicate that the teachers were pleased with the new program. They felt that many of the difficulties encountered would be ironed out with time and experience.

Two years after the inception of the new program, I interviewed a teacher who had taught both traditional mathematics and modern mathematics in the New Milford Public Schools. She was very enthusiastic about the new program. She felt that she would hate to go back to the traditional way of teaching mathematics because the new program was much more interesting. She said she was teaching more advanced concepts with better understanding than ever before.

All the children in the New Milford Elementary Schools are given the Metropolitan Achievement Tests each April. This is a standard examination geared to test arithmetic skills taught in the traditional mathematics programs. It was found that the children did at least as well in computational skills under the modern mathematics approach as they did under the traditional approach. While modern mathematics programs still stress ability in computational skills, the major emphasis is on understanding and creativity.