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1939 – 2014: Can the mathematics undergraduate curriculum catch up? ()*

The typical student who chooses to major in mathematics has in mind either becoming a high school teacher or an actuary. This is a pragmatic career-oriented major; nonetheless, professors often lecture about theory and the beauty of mathematics, and despite the practical values of American society, there are always a small number of students who become fascinated with mathematics. How can we address this diversity in the undergraduate mathematics curriculum/classroom? Whatever the answer to this question is, the purpose, goals and means of undergraduate mathematics education have to acknowledge that in today's rapidly changing technological world, students can never consider themselves fully educated. They must first of all learn how to learn, how to catch up, how to create, so they can deal with (and bring about) the "techno-logical" changes and the methodological, theoretical and societal shifts that often result from them.

(*) The claims in this abstract are, perhaps, no longer true; the abstract itself is the result of paraphrasing mathematics education reports and papers appeared over the last 75 years. I will reveal what was said when at the talk—let's say for now that some essential questions have not changed; they remain unanswered and mostly unaddressed.