

MET LEGACY SERIES

NCTM's Mathematics Education Trust (MET) relies on contributions from Council members. Your donations of \$25, \$50, and \$100 add up to sizeable grants for mathematics teachers. Occasionally, MET receives even larger donations. One such donation came from NCTM member Ellen Hocking, who established a grant for middle school teachers in memory of her own teacher and mentor, Veryl Schult.

FROM TEACHER TO TEACHER

Ellen Hocking retired in 1983 after a long, distinguished career as a secondary school mathematics teacher, curriculum coordinator of secondary school mathematics, and teacher at the university level. She studied to become a teacher in the mid-1940s at Wilson Teachers College in Washington, D.C. Veryl Schult was teaching there and greatly influenced Hocking. Later, Hocking went on to teach in the Washington, D.C., public school system, and Schult entered her life once again—this time as a supervisor. In 2002, when Schult passed away, Hocking decided to start a MET fund in her honor.

Veryl Schult was more than just an influential teacher and mentor. She was a member of the NCTM Board of Directors (1943–1950) and was a candidate for president of NCTM in 1965. She held several supervisory positions in the Washington, D.C., public school system. She taught at several universities, including George Washington, Columbia, Catholic, Emory, Harvard, and the University of Maryland. She was also a member of the School Mathematics Study Group (SMSG)—a national panel of experts convened to improve U.S. mathematics instruction after the Soviet Union launched *Sputnik*. She served on the advisory committee for the University of Maryland Project. In 1964, she was the recipient of George Washington University's Distinguished Alumni Achievement Award.

CREATING THE FUND

After Schult passed away, Hocking contacted NCTM's MET Board of Trustees and said she wanted to make a contribution that would honor Schult and help teachers “keep fresh” by trying out new ideas.” She explained, “It's too easy to duplicate materials that someone else has written and give tests that can be Scantron marked.” Hocking recommended that MET use her donation to create a grant that would support middle school mathematics teachers and would emphasize the “creative use of inexpensive materials resulting in improved student mastery of a topic.” In response, MET established the Veryl Schult–Ellen Hocking Fund. The proceeds now support the Engaging Students in Learning Mathematics Grant, which awards up to \$3,000 annually to full-time teachers in grades 6–8.

THIS YEAR'S GRANT RECIPIENT

The 2007–08 recipient of the Engaging Students in Learning Mathematics Grant is Janice Broyles—a middle school mathematics teacher in Anchorage, Kentucky. In her grant proposal, Broyles said that she wanted to design and implement an interdisciplinary architectural unit called “Designing Architects and Building Engineers: Math Connections under Construction.” She said her town was experiencing major renovations and revitalization in its historic areas. “This urban development has triggered an interest in architecture as a real-world context for mathematics.” With help from the Schult-Hocking Fund, Broyles will be able to engage her students in real-world experiences with mathematics that will help deepen their understanding of the content.

MET thanks Ellen Hocking for her dedication to mathematics education and contribution to MET. Her legacy honors one influential teacher and helps others, like Janice Broyles, make mathematics interesting and relevant to their own students. Ω



Ellen Hocking's contribution to MET established and supports the Engaging Students in Learning Mathematics Grant.



Janice Broyles received MET's 2007–08 Engaging Students in Learning Mathematics Grant.

To learn more
about MET grants
or to make a
donation, visit
[www.nctm.org/
met.aspx](http://www.nctm.org/met.aspx).