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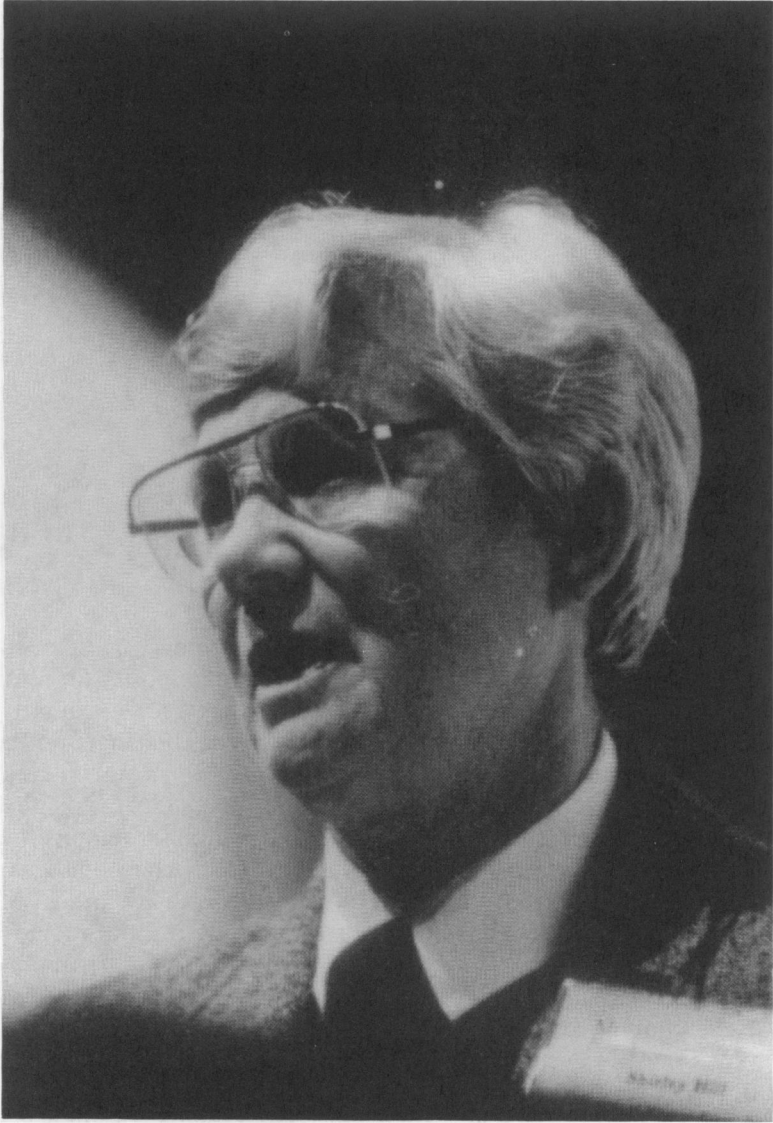
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Shirley A. Hill

Award for Distinguished Service to Dr. Shirley A. Hill

JAMES T. FEY AND KENNETH M. HOFFMAN

During the past 30 years, no subject in the curriculum of elementary and secondary schools has received more critical attention or proposals for reform than mathematics. No subject in the college curriculum has received more focused attention. Throughout that crucial period of challenge and change, no individual has provided more distinguished leadership for the mathematical community than Shirley A. Hill.

Shirley Hill has played key roles in dozens of curriculum development projects and policy boards that have shaped the character of teaching and learning in mathematics at all levels, across the United States and in many foreign countries. It is of more than symbolic significance that the decade of educational ferment through which our country has just passed began with *An Agenda for Action*, developed by the National Council of Teachers of Mathematics (NCTM) under Shirley's leadership as president, and ended with the even more ambitious agenda of *Everybody Counts*, developed during her tenure as the first chairman of the Mathematical Sciences Education Board (MSEB).

Events have given our discipline the leading role in implementing new national education goals during the 1990s. Surely no single individual can be credited with having placed us in this challenging position. Yet, we can say with equal certainty that as a discipline we could not have come this far without the remarkable leadership of Shirley A. Hill. It is an especially appropriate time to recognize her contributions through the Yueh-Gin Gung and Dr. Charles Y. Hu Award for Distinguished Service.

A Phi Beta Kappa graduate of the University of Missouri, Shirley Hill taught in the schools of Kansas City, Missouri, before heading west to earn a Ph.D. from Stanford University in 1961. While at Stanford she became the assistant director of the Stanford University Arithmetic Project. This was the first in a series of contributions to prominent curriculum development projects that included the School of Mathematics Study Group, the African Mathematics Project, a project for teaching mathematics by radio in Nicaragua, and the Comprehensive School Mathematics Project.

In 1967, Shirley joined the Teacher Training Panel of the Committee on the Undergraduate Program of the Mathematical Association of America (MAA). She helped draft and promote the adoption of CUPM guidelines for the education of mathematics teachers—a problem area in which she has maintained a strong interest throughout her career.

Teacher education has been the focal point of her work as a professor, since 1963, at the University of Missouri-Kansas City. Her skill and dedication to this work have been widely recognized, including awards as Missouri Mathematics Teacher of the Year in 1978 and Amoco Award for Excellence in Undergraduate Teaching in 1981.

The recognition of Shirley's talents grew quickly, and in 1972 she was elected to the Board of Directors of the National Council of Teachers of Mathematics and the Board of Governors of the MAA. She chaired the National Advisory Committee on Mathematical Education and was a principal author of its influential report *Overview and Analysis of School Mathematics K-12*. In 1976 she was appointed chair of the United States Commission on Mathematical Instruction and the U.S. representative to the International Commission on Mathematical Instruction. In 1978 she was elected to a two-year term as president of the National Council of Teachers of Mathematics.

During the 1980s, Shirley served as a consultant to more than 15 states and to a broad array of curriculum development, assessment, and teacher education projects, including the University of Chicago School Mathematics Project, the National Assessment and Second International Study of Mathematics Achievement, and the National Board for Professional Teaching Standards. She was instrumental in the creation of the Mathematical Sciences Education Board and as chairman led its development from 1985 through 1989.

While serving in so many active and advisory roles on diverse projects and boards, Shirley has also managed to publish widely. Her contributions have ranged from *First Course in Mathematical Logic* (with Patrick Suppes) to the text, *Elementary Geometry*, for teachers (with Vincent Haag and Clarence Hardgrove) and chapters in the yearbooks of the National Council of Teachers of Mathematics, the NSSE, and the National Education Association. She was an associate editor of *The American Mathematical Monthly* from 1973–1977, and a member of the editorial panel for the 1973 NCTM Yearbook, *The Slow Learner in Mathematics*.

The numerous, elected, and appointed positions on national and international professional policy and advisory boards, and her frequency selection as leader of those groups, are unmistakable evidence of the respect that Shirley has earned throughout the mathematical community. She has, for many years, been a highly sought speaker at local, regional, national, and international professional meetings, where she conveys an inspirational sense of dedication to mathematics teaching.

In 1987, her institution, the University of Missouri at Kansas City, recognized her accomplishments by appointing her to the distinguished Curator's Professorship, through which she carries on both the dedicated teaching and the outstanding leadership for which we honor her.