Cross-Cultural and International Contacts in Ethnomathematics: A Tribute to Claudia Zaslavsky

Kay Owens

Charles Sturt University Dubbo Australia
Glen Lean Ethnomathematics Centre,
University of Goroka, Papua New Guinea
http://www.uog.ac.pg/glec/index.htm
Papua New Guinea – A land of sea and mountains – The Land of the Unexpected
Most village areas only have walking tracks to airstrips or a rough dirt (muddy) road, no power, bush material houses, bush material elementary schools with 40 children per class on the floor with slates, one exercise book, one pencil, stones and sticks for maths, all pictures and reading written by the teacher on the board.
Every walk, wet feet; fast flowing rivers, high erosion, steep mountains
Swing bamboo and vine bridge, still built and used today, from Chinnery
800 languages

Bukawa, my first village singsing experience
A Bena Bena Goroka group
Asaro mudmen
Hagen highlands women group hoping to win and gain money for their group - includes the local bank manager
Celebration in a village, pig sharing to important helpers including expatriate workers who encouraged and raised funds in NZ
Sharing the food in the celebration
Children sing with actions – Tok Pisin
Thanksgiving PNG style – note the different cultural groups
Pottery varies around the country and a trade item. Mostly used for storing sago and cooking.
Masks vary but are common in many cultures; Museum
Carvings by Sepik carvers from designs from each province on poles for UOG library
Various forms of shell money including fathoms, kina shell
(Courtesy: Goroka Museum)
Bainings dancers, E. New Britain; (*Paradise*, 51, 1985)

Mathematical knowledge is intuitive and unspoken, like religious ideas?
Claudia used her own personal experiences and anecdotes from others to enliven her accounts.

Pawpaw buying, Saxe’s Oksapmin with tradestores.

Claudia outlines the significant use of gestures in counting in Africa.

Ethnomathematics enriched Claudia’s understanding of mathematics as it has mine and all who worked in PNG.
Mathematics Education Centre at PNG University of Technology

Spatial mathematics and nursing mathematics

Nuffield, Monash, many well known maths educators

Closed around 1986, fire burnt all materials in mid 1990s

University of Goroka – 2000

Glen Lean Ethnomathematics Centre
Claudia used documents which were often well synthesised and she gives details. She took care to check as much as possible. Sometimes modifying the work of others – on-going.

Glen Lean used documents but usually linguistic records, he checked extensively, surveys.

Modifications
5-, 20- cycles
Wilfred Kaleva
Geoffrey Saxe opens the Centre, Rex Matang, the Director, looks on.

Support from US NSF
2, and 2, 5 and 2,5,20 cycle systems
4 and 6 cycle systems
10, 100 and 10, 20
Glen also recorded Oceania languages and theorised about the spread of the counting systems.
Claudia - unspoken e.g. not giving the word for a number

2- cycle example - amazement both ways

Importance of supporting good reforms like elementary education in the vernacular

Political stand to have ethnomathematics in all education levels

The importance of international links for all cultures

Claudia gave a strong lead to us in this area.
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Glen, Wilfred, Rex’s theses, MEC papers, my papers on Glen’s work and many other documents (Saxe, Marcos’ African work)

Kay Owens
kowens@csu.edu.au