Memberships in professional associations around the world are in decline; mathematics societies are no exception. Given the ease of communication and collaboration in today’s world, professionals are forming their own networks, independent of formalized structures associated with such societies. Yet, instead of moving to dynamic shared-governance models, some society administrations are retreating deeper into exclusive oligarchical structures.

Only recently have some of these societies begun to understand the need for wider inclusiveness, diversity, and social sensitivity, and only after enough noise was made by the general membership. Cultural walls and prejudicial barriers continue to exist between mathematics societies, and they are carefully maintained – if only for some old and exhausted form of posterity, or as a self-imposed apartheid. Is this socially just? Do we want to encourage our students to join such societies? If our professional societies are to survive the digital age, they must join in common and open purpose, or rightfully perish in the dust of this new age of globalization, social interaction, and entrepreneurial professionalism. In this talk, we provide further analysis of these subjects, and how they relate to the classroom experience. (Received August 07, 2016)