

## Bibliography of Book Exhibition

This bibliography was prepared during the Conference and the reader will understand that in the short time available it was not possible to prepare it in full library style. However, it was agreed that it would be helpful to teachers to have even minimal information about this collection of books which is now housed in the library of the University of the West Indies, St. Augustine, Trinidad, W.I.

We must apologise for any omission or other errors which may have occurred during the preparation of the bibliography.

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## Professional Organisations and Institutions

In addition to the addresses given in the body of the Report, the following may be useful:

- Association of Teachers and Colleges and Departments of Education*, 151, Gower Street, London, W.C.1., England.
- Association of Teachers of Mathematics*, Vine Street Chambers, Nelson, Lancashire, England.
- Association for Supervision and Curriculum Development*, 1201, 16th Street, N.W., Washington D.C., 20036., U.S.A.
- Australian Association of Mathematics Teachers*, P.O. Box 10, Watson, Australian Capital Territory, 2602.
- Canadian Association of Mathematics Teachers*, c/o. Canadian Teachers' Federation Office, 320, Queen Street, Ottawa, 4, Ont.
- Commission on Mathematics*, 475, Riverside Drive, New York 27, U.S.A.
- Committee on the Undergraduate Program in Mathematics*, P.O. Box 1024, Berkeley, California 94701, U.S.A.
- CREDO*, Tavistock House South, Tavistock Sq. London, W.C.1.
- Education Development Center*, (formerly Education Services Incorporated) 55 Chapel Street, Newton, Massachusetts, U.S.A.
- Educational Research Council of America*, Rockefeller Building, 614 Superior N.W., Cleveland Ohio 44113, U.S.A.
- Fund for the Advancement of Education*, 1834, Broadway, New York 23, U.S.A.
- Manchester Mathematics Group*, c/o Director, Department of Mathematics School of Education, University of Manchester, Manchester, England.
- Mathematical Association*, 22, Bloomsbury Square, London W.C.1. England.
- Mathematical Association of America*, University of Buffalo, Buffalo, N.Y. 14214, U.S.A.
- Midlands Mathematical Experiment*, c/o. Director, Worcester College of Education, Henwick Grove Worcester, England.
- National Education Association*, 1201, 16th Street, N.W., Washington D.C., 20036, U.S.A.
- National Foundation for Educational Research in England and Wales*, The Mere, Upton Park, Slough, Buckinghamshire, England.
- National Froebel Foundation*, 2, Manchester Square, London, W.1. England.
- National Science Teachers Association*, 1201, 16th Street, N.W. Washington D.C., 20036, U.S.A.
- School Mathematics Project*, c/o Westfield College, Kidderpore Avenue, Hampstead, London, N.W.3. England.
- School Mathematics Study Group*, Cedar Hall, Stanford University, Stanford, California 93405, U.S.A.
- Science Research Associates*, 250 Erie Street, Chicago, Illinois 60611, U.S.A.
- Scottish Mathematics Group*, The Director, Rector, Hutchesons Boy's Grammar School, Beaton Road, Glasgow, Scotland.
- The Schools Council*, 160 Great Portland Street, London, W.1. England.

## List of Contributed Papers

- P1 SERIES**      (a) **Fundamental Ideas and Objectives of Mathematical Education.**
- CMS(68) P1.      LEAD PAPER: PROFESSOR G. POLYA, U.S.A.
- CMS(68) P1/1.    Present Practices and Planned Developments in Mathematical Education:  
CYPRUS.
2.            MALAWI
  3.            MALTA
  4.            NEW ZEALAND
  5.            TRINIDAD & TOBAGO
  6.            GUYANA
  7.            INDIA
  8.            MALAYSIA
  9.            BARBADOS
10.          Current Programmes and Recent Developments in the Teaching of Mathe-  
matics in AUSTRALIA.
  11.          The Mathematical Association of GHANA Joint Schools Project.
  12.          Background Information Notes: SIERRA LEONE.
  13.          Background Paper on ENGLAND and WALES.
  14.          Present Practices and Planned Developments in Mathematical Education:  
ZAMBIA.
  15.          How Much Freedom in the Classroom? BRITAIN.
  16.          The Changing Role of the Inspectorate. BRITAIN.
  17.          The Way Ahead. BRITAIN.
  18.          Present Practices and Recent and Planned Developments in Mathematical  
Education: CANADA.
  19.          Present Practices in Mathematical Education: SINGAPORE.
  20.          Some Recent Efforts for Improvement of School Mathematics in INDIA.
  21.          Mathematics Teaching in BOTSWANA, LESOTHO and SWAZILAND.
  22.          School Mathematics in SCOTLAND.
  23.          Implementation of New Mathematics Courses in W. AUSTRALIA.
  24.          L'enseignement de la Mathematique (aux niveaux elementaire et secon-  
daire). CANADA.
- P2 SERIES**      **The teaching of mathematics at Primary Level, including both method and  
content.**
- CMS(68) P2.      LEAD PAPER: MISS E.E. BIGGS, BRITAIN.
- P2/1.          Primary School Mathematics in an AFRICAN Society.
- \* P2/2.          Concept Formation and its Significance in Mathematics Teaching and  
    P3/6.          Syllabus Reform. BRITAIN.

- \* {P2/3.  
P3/7. Some Answers to Questions about The Nuffield Mathematics Project. BRITAIN.
- \* {P2/4.  
P3/8. Operations Research and School Mathematics. INDIA. (To be circulated in Trinidad).
- P2/5. Reform of Primary Mathematics in MALAWI. (To be circulated in Trinidad)
- \* {P2/6  
P3/10 Correspondence Education in AUSTRALIA. (To be circulated in Trinidad)
- P2/7 Problems in the Teaching of Mathematics in Infants' Schools. BRITAIN.
- P2/8 Nouveau Programme de Mathematique: Premier Cycle du Cours Elementaire. CANADA.
- P2/9 Projet de Recyclage en Mathematique des Maitres de L'elementaire. CANADA.

\* also listed in P3 Series.

**P3 SERIES                    The teaching of Mathematics at Secondary Level – (a) as a general 'core' subject, and (b) as a subject for those with specialist requirements.**

- CMS(68) P3.                    LEAD PAPER: PROFESSOR W.W. SAWYER, CANADA.
- P3/1.                    The Teaching of Mathematics at Secondary Level. BARBADOS.
  - 2.                    New Secondary Mathematics Programmes in TANZANIA.
  - 3.                    Mathematics Projects in BRITISH Secondary Schools.
- CMS(68) P3/4.                    Mathematics for the Less Gifted Pupils. BRITAIN.
- 5.                    Mathematics in the Sixth Form Curriculum. BRITAIN.
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P3/6 Concept Formation and its Significance in Mathematics Teaching and Syllabus Reform. BRITAIN.
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P3/10 Correspondence Education in AUSTRALIA.
  - P3/11                    Mathematique : Programme Moderne pour les Classes de Secondaire 1 et Secondaire 2. CANADA.
  - P3/12                    Programme de la Session 1968 du cours de recyclage en mathematique moderne offert par le Ministere de l'Education, Quebec. CANADA.
  - P3/13                    Proposed High School Mathematics Programme (Grades 7-11) for English-speaking Students in the Province of Quebec. CANADA.

\* also listed in P2 Series.

**P4 SERIES                    Assessment of Children's Progress, and Evaluation of Programmes: purpose and method.**

- CMS(68) P/4.                    LEAD PAPER: PROFESSOR J. WRIGLEY, BRITAIN.
- P4/1.                    Mathematics Examinations for MALAYSIAN Schools.

**P5 SERIES                    Teachers: Selection, Initial and Subsequent Training.**

- CMS(68) P5.                    LEAD PAPER: MR. D.A. PERERA, CEYLON.
- P5/1.                    Teachers: Selection, Initial and Subsequent Training. HONG KONG.

2. Teacher Education and the Impact of the B.Ed. Degree. BRITAIN.
3. What can a Subject Teacher Association Offer? BRITAIN.
4. In-Service Training for Mathematics Teachers in Victoria. AUSTRALIA.
5. Cours de Recyclage pour les Professeurs de Mathematique du Cours Secondaire. CANADA.

**P6 SERIES**

**Resources for learning Mathematics, including textbooks, films, radio, television, programmed learning etc.**

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**CMS(68) P7/1.**

**BRITISH Assistance to Commonwealth Mathematics.**

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**The Education Development Center African Mathematics Program. E.D.C.**

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 Mr. H.K. NAGINA, Teacher II, Hillview College.  
 Mr. A.F. ATWELL, Teacher II, Queen's Royal College.  
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