PLUS +++

The following material is reprinted from Issue No. 3 of Plus + + +, *a short magazine informing mathematics educators across Canada about important events, research, curriculum development and items of national interest.*

Associate Editors Needed

Plus +++ is now appearing in several Canadian journals. To make it more effective at gathering and disseminating information, there should be associate editors who can comb their own regions for items of national interest. Volunteers and nominations are requested. It would be desirable to set up the editorship on a rotating basis.

Newsletter on Problem Solving

In June 1979, the Franklin Institute Press began to produce a monthly newsletter entitled *Problem Solving*. According to Managing Editor Julia S. Hough, it will keep the reader "up-to-date on material presented at conferences, as well as books and papers available on the subject." It will include reports on programs to develop methods of teaching problem solving and on research conducted in university and industry. Write to The Franklin Institute Press, 20th and Race Streets (Box 226), Philadelphia, PA 19103, U.S.A.

Second International Mathematics Study

In 1964, the International Association for the Evaluation of Educational Achievement (IEA) sponsored a study of the mathematics, achievement, interests and attitudes of students aged 13, 16, and 18 in each of 12 countries. A second study is now under way. There are three components: curriculum analysis (intended objectives and methodologies for mathematics teaching and learning), classroom process (instructional practices analyzed and compared), student processes (attitudes and achievement in the light of curricular emphases and classroom practices). Two sessions at ICME IV in Berkeley, California, in August 1980 will have progress reports: (1) curriculum analysis (A.I. Weinzweig, H. Steiner), (2) classroom process, with the results of a pilot study of teacher questionnaires in seven countries (K.J. Travers). International reports are scheduled to appear in December 1982.

Several countries have national committees associated with the study. Canada is not one of these, although the following have been active in pilot testing and other developmental activities: David Bale (Regina U.), John Del Grande (North York B.E.), Lars Jansson (Manitoba U.), Thomas Kieren (Alberta U.), Ronald Ragsdale (O.I.S.E.), David Robitaille (U.B.C.), Howard Russell (O.I.S.E.).

Literature available:

1. IEA ACTIVITIES:
   description of IEA and projects, participating national institutions; from Dr. T. Neville Postlethwaite, Department of Comparative Education, University of Hamburg, Sedanstrasse 19, 2000 Hamburg 13, Federal Republic of Germany.
2. THE SECOND INTERNATIONAL MATHEMATICS STUDY:
   purposes and plans for study; from Roy W. Phillipps, Chairman,

Mathematics Project Council, Private Bag, Department of Education, Wellington, New Zealand.

3. SECOND STUDY OF MATHEMATICS, BULLETIN NO. 3: purposes and designs, sampling plan, analyses, IEA papers relevant to study, timetable, personnel; from Dr. Kenneth J. Travers, Chairman, International Mathematics Committee, 341 Armory, University of Illinois, Urbana, Illinois 61801, U.S.A.

Master of Science in Teaching at Toronto

The Mathematics Department and Faculty of Education at the University of Toronto have embarked on a part-time joint graduate program for experienced teachers. It will include four courses, two jointly given by the two divisions (problem solving, mathematical modelling), one given in the Faculty of Education and one given in the Department of Mathematics. For further information, write Professor D. Alexander, Mathematics Department, Room 373, Faculty of Education, University of Toronto, Toronto M5S 1A1.

French IREM Experiment

From Professor Jean Dhombres, Scientific Counsellor of the Embassy of France to Canada, comes an account of an experiment in continuous teacher training, designed to meet the mathematical needs of a modern society. France is divided into 24 academies, each in the charge of a rector responsible for education from nursery to university levels. In 1968, the Ministry of National Education decided to create in each zone an Institute for Research in Mathematics Education (IREM). These are involved in inservice teacher training, pedagogical research and evaluation, and coordinating the sequence of instruction on various topics in a given grade. IREM trainees from schools are given time off to meet in groups, led by a high school teacher and assisted by a research amateur from a university, and study a predetermined theme. Further details are available from Professor Dhombres or from Professor E. Barbeau, the editor. During the fall of 1979, Queen's University was visited by Professor Bouvier who is associated with IREM.

Concourse des Jeunes Mathematiciens

(du niveau secondaire)

Pour des renseignements, ecriere à Département de Mathématiques, Université d'Ottawa, Ottawa, Ontario K1N 9B4.