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Canadian Books in Print PASS PUBLICATIONS Henry O. Pollak Chairman of the International Program Committee Bell Laboratories Murray Hill, New Jersey, USA The Fourth International Congress on Mathematics Education was held in Berkeley, California, USA , A ugust 10-16, 1980. Previous Congresses were held in Ly ons in 1969, Exeter in 1972, and Karlsruhe in 1976. Attendance at Berkeley was about 1800 full and 500 associate members from about 90
countries; at least half of these come from outside of North A merica. A bout 450 persons participated in the program either as speakers or as presiders;
approximately 40 percent of these came from the U.S. or Canada. T here were four plenary addresses; they were delivered by Hans Freudenthal on major problems of mathematics education, Hermina Sinclair on the relationship betw een the learning of language and of mathematics, Sey mour Papert on the computer as carrier of mathematical culture, and Hua Loo- Keng on popularising and applying mathematical methods. Gearge Polya was the honorary president of the Congress; illness prevented his planned attendence but he sent a brief presentation entitled,
"Mathematics Improves the Mind". T here was a full program of speakers, panelists, debates, miniconferences, and meetings of
working and study groups. In addition, 18 major projects from around the world were invited to make presentations, and various groups representing special areas of concern had the opportunity to meet and to plan their future activities. Resourcesin Education IAP
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#### Abstract

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Mathematics, Grade 10Research \& Education Assn MakeTheGradeAt GCSE MathsHigher, Third Edition Createspace Independent Publishing Platform Thisvolume containsthe proceedingsof the First International Curriculum Conference sponsored by the Center for the Study of Mathematics Curriculum (CSMC). TheCSMC isone of the National Science Foundation Centersfor Learning and Teaching (A ward No. ESI-0333879). The countries China, Japan, Korea, and Singapore (in alphabetical order, which also happensto be the order of their populations) -have each been in the news because of their performance on international testsand/or their economic performance and potential. They also have centralized education


ministriesthat create asingle mathematics curriculum framework followed in theentire country. In all these countries, curricula are differentiated for studentswith different interests, usually around Grade 10 or 11. W ethink the reader will agreethat the papersare of very high quality, befitting the standing of the individuals who were invited, but particularly notable for our international speakersbecause in thre of these countries, English isnot the speaker' sfirst language. Following each paper, we have included a short biography of the author(s), so that the reader can understand the perspective of the paper' sauthor.
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conceptsthey needed to teach. So the authors designed Mindset Mathematicsaround the principle of active student engagement, with tasksthat reflect the latest brain science on learning. O pen, creative, and visual math tasks have been shown to improve student test scores, and more importantly change their relationship with mathematicsand start believing in their own potential. Thetasksin Mindset Mathematicsreflect the lessonsfrom brain science that: There isno such thing asa math person - anyonecan learn mathematics to high levels. Mistakes, struggle and challenge are the most important timesfor brain growth. Speed isunimportant in mathematics. Mathematicsis avisual and beautiful subject, and our brainswant to think visually about mathematics. W ith engaging questions, open-
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