

study. In addition, it is the intention of the authorities to encourage flexibility both of content and of time, so that either or both may be increased or decreased according to the abilities and the aptitudes of the pupils. As has been said, these courses have yet to secure the approval of the Ministry before they become mandatory in 1982. It remains to be seen, therefore, whether, and to what extent, the proposed *Course of Study* will find favour with the critics of the current courses, will be found workable by the teachers in the schools, and will be more acceptable to students, parents and employers. Time alone will tell.

Acknowledgement

This article is taken from STUDIES IN MATHEMATICS EDUCATION, Vol. 1 (c) UNESCO 1980. It is reproduced here by kind permission of Professor T. Kawaguchi and UNESCO.

INDEX TO VOLUME 8

Annual Report 1979	31-33
Editorial	36
Inter-school Mathematical Competition 1980	17-27
Mathematics Education in Singapore and Addendum	36-111
News and Activities of the Society	29-30
Problems and Solutions	28
Statement of Income and Expenditure (Year ended December 31, 1979)	34-35
<i>Chern Shiing-shen</i> Geometry and Physics	1-6
<i>Crossley, John N.</i> The introduction of complex number	7-11
<i>Heyer, Herbert</i> Mathematical education in schools and universities in the Federal Republic of Germany	92-94
<i>Kawaguchi, Tadasu</i> Secondary school mathematics in Japan	95-110
<i>Kho Tek Hong</i> Mathematics curricula in schools	41-46
<i>Lam Lay Yong</i> Views on mathematics education in Singapore	37-40
<i>Leong, Y. K.</i> Reductio ad absurdum (Proff by contradiction)	12-16
<i>Ng Ser Hong</i> Mathematics education in Singapore Polytechnic	72-74
<i>Ong He Tian</i> Mathematics education in Ngee Ann Technical College	62-71
<i>Teh Hoon Heng</i> Mathematics education in National University of Singapore ..	85-91
<i>Wong Hee Sing</i> Mathematics education in Institute of Education	75-84
<i>Yip Seck Weng</i> Mathematics education in vocational and industrial training ..	47-61