

References

- Advisory Council for Adult and Continuing Education (ACACE) *Adults mathematical ability and performance* Report Leicester 1982
- Atiyah, M.F. Mathematics and the Computer Revolution. In Howson and Kahane, op. cit., p. 43-51
- Bobbitt, F. The Supervision of City Schools. In *Yearbook of the National Society for the Study of Education (NSSE)*. Chicago 1913
- Bobbitt, F. *The Curriculum* Boston 1918
- Callahan, R. *Education and the cult of efficiency*. Chicago 1962
- Charters, W.W. *Curriculum construction* New York 1923
- Christiansen, B. et al (ed) *Perspectives on mathematics education* Dordrecht 1986
- Committee of Inquiry into the Teaching of Mathematics in Schools, *Mathematics counts (Cockcroft report)* London 1982
- Dörfler, W. and McLone, R. Mathematics as a School Subject. In Christiansen, B. et al, op. cit., p. 49-98
- Fischer, R. and Malle, G. *Mensch und Mathematik* Lehrbücher und Monographien zur Didaktik der Mathematik Bd. I Mannheim 1985
- Houts, P. (ed.) *The myth of measurability*. New York 1977
- Howson, G. and Kahane, J.P. (ed) *The influence of computers and informatics on mathematics and its teaching* ICMI-Studies Cambridge 1986
- Howson, A.G. and Mellin-Olsen, S. Social Norms and External Evaluation. In Christiansen et al, op. cit., p. 1-48
- Keitel, C. Mathematik für alle: pädagogisches Postulat oder gesellschaftliche Anforderung? *Nieuwe Wiskant* 5(1985) 1, p. 48-59
- Kliebard, H.M. Bureaucracy and Curriculum Theory. In Pinar, W. (ed) *Curriculum theorizing* Berkeley 1975, p. 51-69
- Kohn, S.D. The Numbers Game. How the Testing Industry Operates. In Houts, op. cit., p. 158-182
- Morris, R. (ed) *Studies in mathematics education*. Vol. 4: The Education of Secondary School Teachers of Mathematics. Paris 1985
- Sewell, B. Use of Mathematics by Adults in Daily Life. Leicester 1980
- Skovsmose, O. Mathematical Education vs. Critical Education. *Educational Studies in Mathematics* 16, 4 (Nov 1985), p. 337-354

A Poem

JAN EINAR NORDGREEN

to an excellent math teacher

you taught me to

factorize any expression

away from my face of curiosity

you taught me to

manipulate linear equations

making the left side of my brain equal to the right side

you taught me to

find the right solution

to problems I did not have

you taught me to

integrate functions

but not those most in need of integration

you taught me to

draw a given line

between my own feelings and mathematics

you were an excellent math teacher

I just another slow learner