

Bac 2002 Matha C Matiques Obligatoire S

This book provides, for the first time, a clear and unified exposition of the main techniques and results in operator algebras. The Israeli economy was performing well before the COVID-19 shock but the pandemic is threatening to reverse some of Israel's recent economic achievements, raise poverty and exacerbate wide productivity disparities between its vibrant high-tech sector and lagging sheltered sectors. Lockdown measures and high uncertainty have led to a sharp contraction in output and reduced employment. implications that go far beyond the cat family. --

" This book presents reverse mathematics to a general mathematical audience for the first time. Reverse mathematics is a new field that answers some old questions. In the two thousand years that mathematicians have been deriving theorems from axioms, it has often been asked: which axioms are needed to prove a given theorem? Only in the last two hundred years have some of these questions been answered, and only in the last forty years has a systematic approach been developed. In Reverse Mathematics, John Stillwell gives a representative view of this field, emphasizing basic analysis--finding the "right axioms" to prove fundamental theorems--and giving a novel approach to

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logic. Stillwell introduces reverse mathematics historically, describing the two developments that made reverse mathematics possible, both involving the idea of arithmetization. The first was the nineteenth-century project of arithmetizing analysis, which aimed to define all concepts of analysis in terms of natural numbers and sets of natural numbers. The second was the twentieth-century arithmetization of logic and computation. Thus arithmetic in some sense underlies analysis, logic, and computation. Reverse mathematics exploits this insight by viewing analysis as arithmetic extended by axioms about the existence of infinite sets. Remarkably, only a small number of axioms are needed for reverse mathematics, and, for each basic theorem of analysis, Stillwell finds the "right axiom" to prove it. By using a minimum of mathematical logic in a well-motivated way, Reverse Mathematics will engage advanced undergraduates and all mathematicians interested in the foundations of mathematics.

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A Plan for the 1990s

Roman Provincial Coinage

The 17th ICMI Study

Migration, Gender and Social Justice

The Biology and Conservation of Wild Felids

Improving Mathematics Education

The 39th volume of Séminaire de Probabilités is a tribute to the memory of Paul André Meyer. His life and achievements are recalled in this book, and tributes are paid by his friends

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and colleagues. This volume also contains mathematical contributions to classical and quantum stochastic calculus, the theory of processes, martingales and their applications to mathematical finance and Brownian motion. These contributions provide an overview on the current trends of stochastic calculus.

Sparse estimation methods are aimed at using or obtaining parsimonious representations of data or models. They were first dedicated to linear variable selection but numerous extensions have now emerged such as structured sparsity or kernel selection. It turns out that many of the related estimation problems can be cast as convex optimization problems by regularizing the empirical risk with appropriate nonsmooth norms. Optimization with Sparsity-Inducing Penalties presents optimization tools and techniques dedicated to such sparsity-inducing penalties from a general perspective. It covers proximal methods, block-coordinate descent, reweighted ℓ_2 -penalized techniques, working-set and homotopy methods, as well as non-convex formulations and extensions, and provides an extensive set of experiments to compare various algorithms from a computational point of view. The presentation of Optimization with Sparsity-Inducing Penalties is essentially based on existing literature, but the process of constructing a general framework leads naturally to new results, connections and points of view. It is an ideal reference on the topic for anyone working in machine learning and related areas.

This report is part of WHO's response to the 49th World Health Assembly held in 1996 which adopted a resolution declaring violence a major and growing public health problem across the world. It is aimed largely at researchers and practitioners including health care workers, social workers, educators and law enforcement officials.

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An advanced reference containing 21 selected or consolidated papers presented at an international conference in April 1988 at Tunxi (now Hunangshan), China. Contains recent, previously unavailable findings of Chinese mathematicians; discusses problems, results, and proving methods of combinatorial d

Patterns and Promising Practices

Reverse Mathematics

Numerical Analysis 1999

Developing Science, Mathematics, and ICT Education in Sub-Saharan Africa

French books in print

OECD Economic Surveys: Israel 2020

Learning with Submodular Functions presents the theory of submodular functions in a self-contained way from a convex analysis perspective, presenting tight links between certain polyhedra, combinatorial optimization and convex optimization problems.

This volume is the first English-language presentation of the Scandinavian Situationists and their role in the Situationist movement. The Situationist movement was an international movement of artists, writers and thinkers that in the 1950s and 1960s tried to revolutionize the world through rejecting bourgeois art and critiquing the post-World War Two capitalist consumer society. The quality of primary and secondary school mathematics teaching is generally agreed to depend crucially on the subject-related knowledge of the teacher. However, there is increasing recognition that effective teaching calls for distinctive forms of subject-related knowledge and thinking. Thus,

established ways of conceptualizing, developing and assessing mathematical knowledge for teaching may be less than adequate. These are important issues for policy and practice because of longstanding difficulties in recruiting teachers who are confident and conventionally well-qualified in mathematics, and because of rising concern that teaching of the subject has not adapted sufficiently. The issues to be examined in Mathematical Knowledge in Teaching are of considerable significance in addressing global aspirations to raise standards of teaching and learning in mathematics by developing more effective approaches to characterizing, assessing and developing mathematical knowledge for teaching.

Sparse Modeling for Image and Vision Processing offers a self-contained view of sparse modeling for visual recognition and image processing. More specifically, it focuses on applications where the dictionary is learned and adapted to data, yielding a compact representation that has been successful in various contexts.

***Combinatorial Designs and Applications
Problems on Mapping Class Groups and Related Topics***

***Optimization with Sparsity-Inducing Penalties
In Memoriam Paul-André Meyer - Séminaire de Probabilités XXXIX***

Latin Aristotle Commentaries

Never a Dull Moment

Hassler Whitney was a giant of

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twentieth-century mathematics. This biography paints a picture of him and includes dozens of revealing anecdotes. Mathematically, he had a rare detector that went off whenever he spotted a piece of mathematical gold, and he would then draw countless pictures, gradually forging a path from hunch to proof. This geometric path is seldom reflected in the rigor of his formal papers, but thanks to a close friendship and many conversations over decades, author Kendig was able to see how he actually worked. This book shows this through accessible accounts of his major mathematical contributions, with figures copiously supplied. Whitney is probably best known for introducing the grandfather of today's innumerable embedding theorems--his strong embedding theorem stating that any smooth manifold can be smoothly embedded in a Euclidean space of twice the manifold's dimension. This in turn led to several standard techniques used every day in algebraic topology. Whitney also established the fundamentals of graph theory, the four-color problem, matroids, extending

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smooth functions, and singularities of smooth functions. He almost never used complicated technical machinery, so most of his work is accessible to a general reader with a modest mathematical background. His math-music connection was intense: He played piano, violin, and viola and won ``best composition of the year'' while earning a Bachelor's degree in music at Yale. He was an accomplished mountain climber, and as a tinkerer, at age sixteen he built the large-format camera used to take this book's cover photograph. Whitney's family generously provided dozens of photographs appearing here for the very first time. This biography is a revealing portrait of a fascinating personality and a titan of twentieth-century mathematics. This book is unique. It gathers texts which give the best presentation of the principles and key concepts of the Theory of Didactical Situations that Guy Brousseau developed in the period from 1970 to 1990. These texts provide a comprehensive presentation of the Theory. In order to facilitate the reading of certain points footnotes

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have been added, as well as preludes and interludes to place in context the chosen texts and clarify the construction of the book.

With hundreds of worked examples, exercises and illustrations, this detailed exposition of the theory of Vassiliev knot invariants opens the field to students with little or no knowledge in this area. It also serves as a guide to more advanced material. The book begins with a basic and informal introduction to knot theory, giving many examples of knot invariants before the class of Vassiliev invariants is introduced. This is followed by a detailed study of the algebras of Jacobi diagrams and 3-graphs, and the construction of functions on these algebras via Lie algebras. The authors then describe two constructions of a universal invariant with values in the algebra of Jacobi diagrams: via iterated integrals and via the Drinfeld associator, and extend the theory to framed knots. Various other topics are then discussed, such as Gauss diagram formulae, before the book ends with Vassiliev's original

construction.

On the basis of the Thomist and Pietist tradition, Christian August Crusius (1715–1775) elaborated a philosophically challenging and influential alternative to the philosophy of Christian Wolff. For the first time, this edited collection offers a rigorous overview of the work of the Leipzig-based philosopher and theologian.

The Situationist Movement in
Scandinavia and Elsewhere
Proofs from the Inside Out
Philosophy between Reason and
Revelation

Intensivtherapie Bei Sepsis Und
Multiorganversagen

Les Livres disponibles

Hilbert C*-Modules

Covering both the history of mathematics and of philosophy, Descartes's Mathematical Thought reconstructs the intellectual career of Descartes most comprehensively and originally in a global perspective including the history of early modern China and Japan. Especially, it shows what the concept of "mathesis universalis" meant before and during the period of Descartes and how it influenced the young Descartes. In fact, it was the most fundamental mathematical discipline during the seventeenth century, and

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for Descartes a key notion which may have led to his novel mathematics of algebraic analysis.

This is the first comprehensive International Handbook on the History of Mathematics Education, covering a wide spectrum of epochs and civilizations, countries and cultures. Until now, much of the research into the rich and varied history of mathematics education has remained inaccessible to the vast majority of scholars, not least because it has been written in the language, and for readers, of an individual country. And yet a historical overview, however brief, has become an indispensable element of nearly every dissertation and scholarly article. This handbook provides, for the first time, a comprehensive and systematic aid for researchers around the world in finding the information they need about historical developments in mathematics education, not only in their own countries, but globally as well. Although written primarily for mathematics educators, this handbook will also be of interest to researchers of the history of education in general, as well as specialists in cultural and even social history.

La liste exhaustive des ouvrages disponibles publiés en langue française dans le monde. La liste des éditeurs et la liste des collections de langue française.

*Ho Chi Minh City is Vietnam's living experiment in 'new thinking'; home to some of the best bars, wettest water parks, and most serene and beautiful temples in Asia. * 13 maps, including five in full colour * floor plans of the city's famous Chinese pagodas * where to find the best Chinese, French and Vietnamese cuisine * excursions - temples,*

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*tunnels and tropical idylls * shop till you drop - what to buy
and what not*

Double Affine Hecke Algebras

Science Education in Canada

Consistencies, Commonalities, and Distinctions

Sparse Modeling for Image and Vision Processing

Technology in Mathematics Education

Renewing U.S. Mathematics

Improving Mathematics Education has been designed to help inform stakeholders about the decisions they face, to point to recent research findings, and to provide access to the most recent thinking of experts on issues of national concern in mathematics education. The essence of the report is that information is available to help those charged with improving student achievement in mathematics. The documents cited above can guide those who make decisions about content, learning, teaching, and assessment. The report is organized around five key questions: What should we teach, given what we know and value about mathematics and its roles? How should we teach so children learn, given what we know about students, mathematics, and how people learn mathematics? What preparation and support do teachers need? How do we know whether what we are doing is working? What must change? Each of the five main chapters in this report considers a key area of mathematics education and describes the core messages of current publication(s) in that area. To maintain the integrity

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of each report's recommendations, we used direct quotes and the terminology defined and used in that report. If the wording or terminology seems to need clarification, the committee refers the reader directly to the original document. Because these areas are interdependent, the documents often offer recommendations related to several different areas. While the individual documents are discussed under only one of the components in Improving Mathematics Education, the reader should recognize that each document may have a broader scope. In general, the references in this report should serve as a starting point for the interested reader, who can refer to the original documents for fuller discussions of the recommendations and, in some cases, suggestions for implementation. Improving Mathematics Education is designed to help educators build a critical knowledge base about mathematics education, recognizing that the future of the nation's students is integrally intertwined with the decisions we make (or fail to make) about the mathematics education they receive.

This title was first published in 2000: This is a reference guide to British elections 1832-1999. It is a volume of electoral facts, which includes material on general elections, parliamentary by-elections, European Parliament elections, elections within the UK, local government elections, referendums, electoral irregularities, and public opinion polls. A compendium of over 5,000 problems with subject, keyword, author and citation indexes.

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Of considerable importance to numerical analysts, this text contains the proceedings of the 18th Dundee Biennial Conference on Numerical Analysis, featuring eminent analysts and current topics. The papers cover everything from partial differential equations to linear algebra and approximation theory and contain contributions from the leading expert

Expect Anything, Fear Nothing

Didactique des Mathématiques, 1970–1990

Handbook on the History of Mathematics Education

Learning with Submodular Functions

Introduction to Vassiliev Knot Invariants

536 Puzzles and Curious Problems

Mathematics Education and Technology-Rethinking the Terrain revisits the important 1985 ICMI Study on the influence of computers and informatics on mathematics and its teaching. The focus of this book, resulting from the seventeenth Study led by ICMI, is the use of digital technologies in mathematics teaching and learning in countries across the world. Specifically, it focuses on cultural diversity and how this diversity impinges on the use of digital technologies in mathematics teaching and learning. Within this focus, themes such as mathematics and mathematical practices; learning and assessing mathematics with and through digital technologies; teachers and teaching; design of learning environments and curricula; implementation of curricula and classroom practice; access, equity and socio-cultural issues; and connectivity and

virtual networks for learning, serve to organize the study and bring it coherence. Providing a state-of-the-art view of the domain with regards to research, innovating practices and technological development, Mathematics Education and Technology-Rethinking the Terrain is of interest to researchers and all those interested in the role that digital technology plays in mathematics education.

Developing Science, Mathematics and ICT (SMICT) in Secondary Education is based on country studies from ten Sub-Saharan African countries: Botswana, Burkina Faso, Ghana, Namibia, Nigeria, Senegal, South Africa, Uganda, Tanzania and Zimbabwe, and a literature review. It reveals a number of huge challenges in SMICT education in sub-Saharan Africa: poorly-resourced schools; large classes; a curriculum hardly relevant to the daily lives of students; a lack of qualified teachers; and inadequate teacher education programs. Through examining country case studies, this paper discusses the lessons for improvement of SMICT in secondary education in Africa.

This book is the product of a collaborative effort involving partners from Africa, Asia, Europe and Latin America who were funded by the International Development Research Centre Programme on Women and Migration (2006-2011). The International Institute of Social Studies at Erasmus University Rotterdam spearheaded a project

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intended to distill and refine the research findings, connecting them to broader literatures and interdisciplinary themes. The book examines commonalities and differences in the operation of various structures of power (gender, class, race/ethnicity, generation) and their interactions within the institutional domains of intra-national and especially inter-national migration that produce context-specific forms of social injustice. Additional contributions have been included so as to cover issues of legal liminality and how the social construction of not only femininity but also masculinity affects all migrants and all women. The resulting set of 19 detailed, interconnected case studies makes a valuable contribution to reorienting our perceptions and values in the discussions and decision-making concerning migration, and to raising awareness of key issues in migrants' rights. All chapters were anonymously peer-reviewed. This book resulted from a series of projects funded by the International Development Research Centre (IDRC), Canada.

This book contains 23 papers of open problems and directions about mapping class groups and related topics. The papers focus on aspects deeply connected with geometric topology, combinatorial group theory and surrounding areas.

Tackling Bullying from the Schoolyard to Cyberspace
Mathematics Education and Technology-Rethinking

the Terrain

Theory of Didactical Situations in Mathematics

Ending the Torment

Optimization for Machine Learning

Resources for Decision Making

This compilation of long-inaccessible puzzles by a famous puzzle master offers challenges ranging from arithmetical and algebraical problems to those involving geometry, combinatorics, and topology, plus game, domino, and match puzzles. Includes answers.

This is an essentially self-contained monograph centered on the new double Hecke algebra technique.

This document contains papers presented at the 19th annual conference of the Mathematics Education Research Group of Australasia. Topics of the presentations include learning research, mathematical representations, problem solving, strategic learning behaviors, algebraic thinking and learning environments, teaching and learning of algebra, assessment, disabilities, calculators, collective argumentation, teachers' beliefs and practice, primary mathematics, differential calculus, teachers' knowledge, trigonometry and geometry, professional development, issues in teaching, standardizing the curriculum, team writing, statistics, Newman error analysis, gender issues, Internet, transition to secondary mathematics, computers and technology, negative numbers, subtraction, aboriginal educators' views, graphics calculators, language, area, probability, word problems, classroom communication, mathematical investigations, ethics and morality, integrating science and mathematics concepts,

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students' attitudes, instructional computing, expository writing, mathematical autobiographies, problem posing, misconceptions, discussion-based teaching, the Riemann integral, diagrams for solving word problems, fairness and fractions in early childhood, children's probability judgments, phenomenology of writing-to-learn, teachers' beliefs about teaching behaviors, and linear programming. An author index and a subject index are also included. (JRH)

1. 1 Solution of geological problems-are mathematical methods necessary? A question which is often asked is whether it is necessary for geologists to know and to use mathematics in the practise of their science. There is no simple answer to this question, and it is true that many geologists have had successful careers without ever needing to get involved in anything other than simple mathematics, and all the indications are that this is likely to continue into the future. However, in many branches of the subject the trend has been towards using a numerical approach for the solution of suitable problems. The extent to which this occurs depends on the nature of the area being studied; thus, in structural geology, which is con cerned in its simplest aspects with the geometrical relationships between various features, there are many problems which are easily solved. More recently the use of analytical methods has allowed the solution of more-difficult problems. In another area, geochemistry, two things have happened. On the theoretical side there has been a greater integration with physical chemistry, which itself is a highly mathematical subject; and on the practical side there is the need to analyse and interpret

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the vast quantities of data which modern instrumentation produces. Within geology the application of numerical methods has been given various names, so we have numerical geology, geo mathematics, geostatistics and geosimulation.

World Report on Violence and Health

Perspectives on Human Insecurity

Mathematics in Geology

Index to Mathematical Problems, 1980-1984

Descartes's Mathematical Thought

Landscape as Infrastructure

As ecology becomes the new engineering, the projection of landscape as infrastructure—the contemporary alignment of the disciplines of landscape architecture, civil engineering, and urban planning— has become pressing.

Predominant challenges facing urban regions and territories today—including shifting climates, material flows, and population mobilities, are addressed and strategized here. Responding to the under-performance of master planning and over-exertion of technological systems at the end of twentieth century, this book argues for the strategic design of "infrastructural ecologies," describing a synthetic landscape of living, biophysical systems that operate as urban infrastructures to shape and direct the future of urban economies and cultures into the 21st century. Pierre Bélanger is Associate Professor of

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Landscape Architecture and Co-Director of the Master in Design Studies Program at Harvard University ' s Graduate School of Design. As part of the Department of Landscape Architecture and the Advanced Studies Program, Bélanger teaches and coordinates graduate courses on the convergence of ecology, infrastructure and urbanism in the interrelated fields of design, planning and engineering. Dr. Bélanger is author of the 35th edition of the Pamphlet Architecture Series from Princeton Architectural Press, GOING LIVE: from States to Systems (pa35.net), co-editor with Jennifer Sigler of the 39th issue of Harvard Design Magazine, Wet Matter, and co-author of the forthcoming volume ECOLOGIES OF POWER: Mapping Military Geographies & Logistical Landscapes of the U.S. Department of Defense. As a landscape architect and urbanist, he is the recipient of the 2008 Canada Prix de Rome in Architecture and the Curator for the Canada Pavilion and Canadian Exhibition, "EXTRACTION," at the 2016 Venice Architecture Biennale (extraction.ca). As requested by the National Science Foundation (NSF) and the Interagency Committee for Extramural Mathematics Programs (ICEMAP), this report updates the 1984 Report known as the "David Report." Specifically, the charge directed the committee to (1) update that report, describing the infrastructure and support for U.S. mathematical

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sciences research; (2) assess trends and progress over the intervening five years against the recommendations of the 1984 Report; (3) briefly assess the field scientifically and identify significant opportunities for research, including cross-disciplinary collaboration; and (4) make appropriate recommendations designed to ensure that U.S. mathematical sciences research will meet national needs in coming years. Of the several components of the mathematical sciences community requiring action, its wellspring--university research departments--is the primary focus of this report. The progress and promise of research--described in the 1984 Report relative to theoretical development, new applications, and the refining and deepening of old applications--have if anything increased since 1984, making mathematics research ever more valuable to other sciences and technology. Although some progress has been made since 1984 in the support for mathematical sciences research, the goals set in the 1984 Report have not been achieved. Practically all of the increase in funding has gone into building the infrastructure, which had deteriorated badly by 1984. While graduate and postdoctoral research, computer facilities, and new institutes have benefited from increased resources, some of these areas are still undersupported by the standards of other sciences. And in the area of research support

for individual investigators, almost no progress has been made. A critical storage of qualified mathematical sciences researchers still looms, held at bay for the moment by a large influx of foreign researchers, an uncertain solution in the longer term. While government has responded substantially to the 1984 Report's recommendations, particularly in the support of infrastructure, the universities generally have not, so that the academic foundations of the mathematical sciences research enterprise are as shaky now as in 1984. The greatest progress has been made in the mathematics sciences community, whose members have shown a growing awareness of the problems confronting their discipline and increased interest in dealing with the problems, particularly in regard to communication with the public and government agencies and involvement in education. (AA)

An up-to-date account of the interplay between optimization and machine learning, accessible to students and researchers in both communities. The interplay between optimization and machine learning is one of the most important developments in modern computational science. Optimization formulations and methods are proving to be vital in designing algorithms to extract essential knowledge from huge volumes of data. Machine learning, however, is not simply a

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consumer of optimization technology but a rapidly evolving field that is itself generating new optimization ideas. This book captures the state of the art of the interaction between optimization and machine learning in a way that is accessible to researchers in both fields. Optimization approaches have enjoyed prominence in machine learning because of their wide applicability and attractive theoretical properties. The increasing complexity, size, and variety of today's machine learning models call for the reassessment of existing assumptions. This book starts the process of reassessment. It describes the resurgence in novel contexts of established frameworks such as first-order methods, stochastic approximations, convex relaxations, interior-point methods, and proximal methods. It also devotes attention to newer themes such as regularized optimization, robust optimization, gradient and subgradient methods, splitting techniques, and second-order methods. Many of these techniques draw inspiration from other fields, including operations research, theoretical computer science, and subfields of optimization. The book will enrich the ongoing cross-fertilization between the machine learning community and these other fields, and within the broader optimization community.

Eighteen experts in the field of bullying and cyberbullying and the SRSG on Violence against

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Children, have written a unique contribution from their specific area of expertise, addressing bullying and cyberbullying. Starting with a human rights foundation and children participation, it is followed by examples that show different experiences in developing policies and legislation, including specific dimensions and vulnerable groups to be kept in mind. The publication then provides different examples of the very few evidence-based interventions that have proven to work in the prevention and respond to bullying and cyberbullying in the school and its surroundings, decreasing its prevalence. The publication ends with information on global data and the need for better collection and analysis methodologies; a section addressing some of the specific aspects presented by cyberbullying and the use of information and communication technologies, and ends with an overview of prevalence of bullying and cyberbullying in different regions in the world.

Mathematical Knowledge in Teaching

A Base Primer

A Toolkit for Operator Algebras

A Convex Optimization Perspective

Christian August Crusius (1715–1775)

British Electoral Facts, 1832-1999

This book offers a meso-level description of demographics, science education, and science teacher education. Representing all 13 Canadian jurisdictions, the book provides local insights that serve as

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the basis for exploring the Canadian system as a whole and function as a common starting point from which to identify causal relationships that may be associated with Canada's successes. The book highlights commonalities, consistencies, and distinctions across the provinces and territories in a thematic analysis of the 13 jurisdiction-specific chapters. Although the analysis indicates a network of policy and practice issues warranting further consideration, the diverse nature of Canadian science education makes simple identification of causal relationships elusive. Canada has a reputation for strong science achievement. However, there is currently limited literature on science education in Canada at the general level or in specific areas such as Canadian science curriculum or science teacher education. This book fills that gap by presenting a thorough description of science education at the provincial/territorial level, as well as a more holistic description of pressing issues for Canadian science education.

Ho Chi Minh City (Saigon)