

SCIENCE TEACHERS' ASSOCIATION

Science teachers' associations as a resource were mentioned early in this paper. It is worthwhile at this point to draw attention to some specific resources which have been found useful by members of these associations.

The list of suggested apparatus for the teaching of physics which was used for the survey of O Level physics teachers was welcomed by physics teachers and senior science teachers. Conscious that they were not aware of the opportunities provided by the apparatus developed for the Nuffield Science Teaching Project, they sought advice on what to order so that teaching could be brought into line with advances of the past 15 years.

The publications of an association can be a most useful resource. ASETT publishes a bulletin for its members nearly every month containing short items of news of the Association's activities, information from international newsletters which could be useful, and news of apparatus and materials. The other regular ASETT publication is its Journal of Education in Science for Trinidad and Tobago, which is published three times a year. The publication, if any, from the other Caribbean associations are more spasmodic. STAG of Guyana and BASE of Barbados used to produce useful newsletters, although these have not been seen for some time. Jamaica's ASTJ publishes Science Notes and News several years apart, which is disappointing for an association which, for the first 20 years or so of its existence, produced an immensely practical and useful periodical several times a year. The main difficulty with all associations is not with finding people to write, but with costs.

The associations also publish occasional publications, for example a guide to the teaching of ecology (Jamaica) and investigations based on sodium thiosulphate (Trinidad and Tobago).