

# EDITORIAL

Another issue of *MT* ... and with it we move inexorably towards the November issue which will complete my first two years as editor. Earlier in the year we learned of the death of Phil Boorman, a long time member of the association, and just recently we heard of the death of Ian Harris, one of the founding members of ATM. Ian's obituary can be found at [www.atm.org.uk/about/people/ian-harris.html](http://www.atm.org.uk/about/people/ian-harris.html).

For myself, I have, as with Phil, many personal memories of Ian. Every conference, until recently, Ian ran a double session with Lyndon Baker. This was always a must. Conference is a busy time, and often I would be unable to get to sessions because of other commitments, but everyone knew that I prioritised the Ian and Lyndon sessions – and that was the only time I couldn't be called upon to do anything else. The sessions were guaranteed to stimulate and challenge your thinking, and I frequently left the session with problems that still needed to be solved. These unresolved problems filled many enjoyable hours quite simply – doing mathematics.

I also had the opportunity to visit Poland on three occasions in Ian's company and with other ATM members, including Phil. We set up an ATM style workshop – taking with us many pump-priming resources for this emergent association. There are still many friends in Poland who will miss both Phil and Ian. One final memory – Ian always sent out a Christmas puzzle with his Christmas cards to all his friends – many hours were spent engaged in the puzzle, and of course there were some recipients who just wanted to be the first to find the solution!

In this issue we have some exciting articles. I was particularly taken with Paul Stephenson's article *Notquithedra*. The idea of using something that looks as though it works, but in fact doesn't, does seem to me to be a novel challenge. Paul uses a notation which is not currently used in schools, but I have found it interesting. I first came across it in a book by Cherry Edwards, published by ATM. This book would make a nice complement to the article. To get hold of your own copy, go to [www.atm.org.uk/shop/products/act041.html](http://www.atm.org.uk/shop/products/act041.html)

As ever, we have too few primary articles, but those we have exhibit a pleasing quality. Cherri Moseley looks at using story books, in *Stories for primary mathematics*, to provide a context for teaching mathematics to younger pupils. A list of suggested books can be found on the website at [www.atm.org.uk/mt219](http://www.atm.org.uk/mt219) – having been in Cherri's session at conference, and watched her on video in *MT218i*, I can say that her enthusiasm for this style of working bubbles over. Tom O'Brien, in *Two*

*points of view*, considers the teaching of arithmetic, and begins by presenting a glimpse of the work of Professor Wu, an influential American mathematics educator – he then contrasts this methodology with his own ways of working. In *Counting the dots*, Gareth Roberts tells us of Ann's experiences of learning numbers and arithmetic, and shares with us the way in which her imagery, developed in younger years, still influences her arithmetic to this day. Her visualisations remind us that this continues to be an important aspect of children's learning.

In *MT213* Andreas Stylianides wrote about *proof* in an article entitled *Breaking the equation* – this article produced much interest and debate. In this issue, his brother, Gabriel Stylianides also addresses the issue of proof and presents a theoretical framework that he hopes will help classroom teachers when planning for, and teaching, this difficult topic. Without exception, teachers who trialled the work were very complimentary about the way in which it had helped them to think about proof and approaches to its teaching.

I have recently been sent a copy of *Losanges*, the journal of the Belgium teachers of mathematics. The editors of *Losanges* asked permission to reproduce two of Jonny's RISPs and, in addition, the article by John Mason that appeared in *MT218*, entitled, *Bringing definitions into higher definition*. This surely is a testament to the quality of our articles, in particular, and *MT* in general.

Hasan Unal yet again delights us with his dissections of squares in *Pythagoras revisited*. I wonder if anyone 'out there' has other ways of showing things visually? We would, of course, be pleased to publish the ideas for consideration by the wider readership.

In *Making a meal out of mathematics*, Robert Ward-Penny invites us to think about the notion that planning a lesson might be likened to planning a meal. Certainly I would subscribe to his view that a meal needs to have balance in terms of nutritional groups, and thus a lesson needs to have a balance of activities in order to maintain interest, and sustain the learner.

Finally I am going to mention the article by Ramesh Kapadia, entitled *Promoting a cross-curricular pedagogy of risk*. In this article Ramesh looks at the new topic of risk, and how it should be taught. In particular, how pairs of mathematics and science teachers might view a problem from their own subject dynamic. Ramesh emphasises the need for teachers to work collaboratively when planning and teaching if learners are to be offered appropriate, and productive, opportunities for mathematical thinking and learning.

Margaret Jones (Editor)

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