## Mathematics in School: Searchable Index and Archive via JSTOR

This is a start of what might turn out to be a much larger project. It covers the first 25 Volumes (1971-1997).

Its structure is

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We would welcome comments. If it is useless, say so. For typos, give the reference. I am willing to continue but only if it is worthwhile.

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Implications and Challenges of the Development of IT for the
Mathematics Curriculum in Secondary Schools
School Based Assessment: Part 5 Orals
The Cambridgeshire Mathematics Achievement Scheme
The Blood Group of Mathematicians
Numbers, Significance and Calculators

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| Jones, Keith | 24.2 .40 | The Changing Nature of Probability at Key Stages $1 \& 2$ |
| Jones, Lesley | 14.1 .28 | Building on Strength |
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Generating Random Numbers
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A New Mac?
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What Is the Date of This Book?
Computers in the Special School: Some Practical Considerations
Nice Girls Dont's Do Maths
A Context for Estimation
The Magic of Algebra
A Staircase Investigation
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| Selkirk, Keith | 03.2 .15 | Random Models in the Classroom 3 |
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| Selkirk, Keith | 06.3 .18 |
| :--- | :--- |
| Selkirk, Keith | 09.2 .14 |
| Selkirk, Keith | 09.4 .13 |
| Selkirk, Keith | 11.2 .2 |
| Selkirk, Keith | 11.3 .2 |
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| Selkirk, Keith | 11.5 .40 |
| Selkirk, Keith | 12.1 .2 |
| Selkirk, Keith | 12.2 .2 |
| Selkirk, Keith | 12.3 .20 |
| Selkirk, Keith | 12.4 .10 |
| Selkirk, Keith | 12.5 .26 |
| Selkirk, Keith | 15.1 .40 |
| Selkirk, Keith | 18.2 .35 |
| Selkirk, Keith | 19.3 .40 |
| Selkirk, Keith | 20.2 .38 |
| Selkirk, Keith | 21.2 .42 |
| Selkirk, Keith | 21.5 .20 |
| Selkirk, Keith | 22.3 .20 |
| Shafee, Bob | 20.2 .34 |
| Shan, Sharan-Jeet | 20.2 .20 |
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| Shannon, Peter | 16.5 .41 |
| Sharp, John | 23.4 .18 |
| Shaw, Bob | 02.6 .30 |
| Shaw, R. W. | 01.1 .23 |
| Sherlock, A. J. | 01.7 .4 |
| Sherlock, A. J. | 02.1 .4 |
| Sherman, Geoff | 14.5 .42 |

Selkirk, Keith
09.2.14
09.4.13
11.2.2
11.3.2
11.5.40
12.1.2
2.2.2
12.4.10
12.5.26
15.1.40
8.2.35
20.2.38
21.2.42
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22.3.20
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16.5.41
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02.1.4
14.5.42

Lament for a Lost Skill, Part 2: Constructions Based on the Triangle
Liquid Crystal Displays: A Motivator for Some Simple Investigations
The Use of Mathematical Ideas in Geography
Polar Zenithal Map Projections
Polar Zenithal Map Projections: Part 2: Some Properties of the Five Projections
Induction with Matchsticks
Simulation Exercises for the Classroom: The Bus-Company Game
Simulation Exercises for the Classroom: 2. Leaving the Motorway
Simulation Exercises for the Classroom-3: Arriving at a Camp-Site
Simulation Exercises for the Classroom-4: The Potato Beetle
Simulation Exercises for the Classroom: 5. Looking for a Home
Simulation Games. A Mathematical Activity
Conker Algebra
Ring Roads
The Price of a Stamp
Old Glory: A Practical Investigation into Pattern
Mathematics of the Kitchen Sink: More about Minimal Points Memorable Numbers
Side Steps: An Investigation That Takes Some Unusual Turns
Mathematics for a Multicultural Society, Underachievement and the National Curriculum
Practical Activities?
Dürer's Melancholy Octahedron
Equipment for the Mathematics Room
Going Metric-Going Decimal
VK'+V'K Venn Diagrams or Karnaugh Maps but not both?
VK' + V'K ? Part 2
Perfect Numbers

| Sherwood, P. N. | 01.6 .2 |
| :--- | :--- |
| Sherwood, Philip | 07.3 .6 |
|  |  |
| Sherwood, Philip | 08.1 .6 |
| Shipton, Sheila | 09.2 .28 |
| Shipton, Sheila | 05.4 .24 |
| Showell, Romola | 20.1 .22 |
| Shropshire Mathematics, | 19.3 .22 |
| Shropshire Maths, | 19.4 .22 |
| Shropshire Maths, | 19.5 .22 |
| Shropshire Maths, | 20.2 .22 |
| Shropshire Maths, | 20.3 .30 |
| Shropshire Maths, | 20.4 .22 |
| Shropshire Maths, | 20.5 .22 |
| Shropshire Maths, | 22.3 .22 |
| Shropshire Maths, | 22.4 .22 |
| Shropshire Maths, | 14.4 .28 |
| Shuard, Hilary | 20.5 .12 |
| Shultz, Harris S. | 22.4 .15 |
| Shute, Nevile | 22.5 .12 |
| Sieron, Radek | 25.3 .24 |
| Sihlabela, Mprophet | 25.1 .30 |
| Silverwood, Dennis | 13.5 .2 |
| Simmons, Neil | 07.5 .6 |
| Simmons, Rosemary | 12.5 .6 |
| Simon, Ian | 21.4 .32 |
| Simpson, Adrian P. | 02.3 .29 |
| Simpson, E. J. |  |

Z Association Workshop
Introducing Dr. Varga and Some of His Ideas for
Probability in the Junior School
Treviso 1478 TAMs 1978
Ratio and Proportion
Percentages
Computation and common sense
Maths Resource: Proof
Maths Resource: Linking Cubes and Algebra
Maths Resource: Being Systematic: Counting
Maths Resource: Surface Covering Games
Maths Resource: Angle Sums in Polygons
Maths Resource: Flow Models
Maths Resource: Compactness
Maths Resource: Regions
Maths Resource: Number Puzzles
Maths Resource: Multiplication (Part 1)
The Cambridgeshire Mathematics Achievement Scheme
Paired Weighings, Different Approaches
Impure Maths: Simultaneous Equations and Dirigible Airframes:
An Extract from "Slide Rule", Nevile Shute's Autobiography
Investigating Pythagorean Triples
String Figures
Four PGCE Students and the Frogs Problem
Old Squares New Faces
Colloquial Mathematics
Hunting Triangles
The Case of the Meandering Milk Bottles
A Litre Box

Introducing Dr. Varga and Some of His Ideas for Probability in the Junior School
Treviso 1478 TAMs 1978
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Computation and common sense
ths Resource: Proof
Maths Resource. Linking Cubes and Algebra
Maths Resource: Surface Covering Games
Maths Resource: Angle Sums in Polygons
Maths Resource: Flow Models
Maths Resource: Compactnes

Maths Resource: Number Puzzles
Maths Resource: Multiplication (Part 1)
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eighings, Different Approaches
An Extrat from "Slide Rule", Nevile Shute's Autobiography
Investigating Pythagorean Triples
String Figures
Four PGCE Students and the Frogs Problem
Old Squares New Faces
Colloquial Mathematics
The Case of the Meandering Milk Bottles
A Litre Box

| Simpson, E. J. | 04.5 .20 |
| :--- | :--- |
| Singh, R. | 19.2 .12 |
| Singh, Resham | 23.1 .10 |
| Skemp, Richard | 06.2 .14 |
| Slack, Roy | 02.1 .30 |
| Slater, John | 23.2 .28 |
| Sleeman, Derek H. | 13.4 .37 |
| Smart, N. M. | 04.1 .13 |
| Smith, Cedric A. B. | 01.7 .8 |
| Smith, Cedric A. B. | 02.2 .20 |
| Smith, D. M. | 04.2 .26 |
| Smith, D. N. | 18.5 .41 |
| Smith, D. N. | 19.3 .42 |
| Smith, Jim | 20.1 .11 |
| Smith, Jim | 20.1 .40 |
| Smith, Jim | 20.1 .43 |
| Smith, Jim | 20.2 .13 |
| Smith, Jim | 20.3 .15 |
| Smith, Jim | 20.4 .10 |
| Smith, Jim | 20.5 .5 |
| Smith, Jim | 21.2 .21 |
| Smith, Jim | 21.3 .11 |
| Smith, Jim | 22.1 .39 |
| Smith, Jim | 23.3 .14 |
| Smith, Jim | 23.4 .26 |
| Smith, Jim | 23.5 .32 |
| Smith, Jim | 24.2 .26 |
| Smith, Jim | 24.3 .12 |
| Smith, Jim | 25.1 .32 |


| Smith, Jim | 25.4 .14 | Mathematical Modelling |
| :--- | :--- | :--- |
| Smith, Michael | 19.1 .38 | Iteration with Spreadsheets |
| Smith, Mike | 14.1 .16 | Clarification or Confusion? |
| Smith, Ralph | 21.5 .38 | Division of a Circle into Seven Segments |
| Smith, Robert | 18.5 .33 | What's Going on in Their Heads? |
| Snailham, Ian | 13.5 .37 | Rithmomachia Revisited |
| Snook, Gill | 16.3 .32 | A New Mac? |
| Southwell, Chris | 23.1 .12 | Mathematics in Context |
| Sparkes, R. A. | 06.1 .19 | But They Can Do It in the Mathematics Class |
| Sporton, T. M. | 11.3 .26 | Some Unsolved Problems on Binary Codes |
| St. Bartholomew's Sch., | 25.4 .45 | Tangrams |
| Stamper, Anne | 04.5 .13 | Equal Tangents |
| Stanier, Margaret | 12.1 .21 | Education: Industry Links: A Success Story |
| Stanley, Dick | 20.5 .12 | Paired Weighings, Different Approaches |
| Stephens, Jo | 08.2 .12 | Monitoring Mathematics - The Microscope End |
| Stephens, Joan | 18.3 .28 | Approaching the Integral of 1/x |
| Stephens, Max | 06.5 .2 | Mathematics, Medium and Message |
| Stephenson, Paul | 11.5 .29 | A Logarithmic Spiral by Paper-Folding: "Eadem mutata resurgo" |
| Stephenson, Paul | 13.2 .34 | A Question of Scale |
| Stephenson, Paul | 13.3 .10 | The Football |
| Stephenson, Paul | 15.2 .6 | The Natwest Logo |
| Stephenson, Paul | 15.4 .9 | Pythagorean Rectangles and Cartesian Circles |
| Stephenson, Paul | 21.4 .14 | How to Make a "Bucky Ball" |
| Stephenson, Paul | 22.1 .45 | The Harmonic Mean |
| Stephenson, Paul | 23.2 .2 | Shall We Dantz? Numbers Rational and Irrational for the |
| Stevens, Wendy |  | Secondary Years |
| Steward, D. | 25.5 .33 | Starting a Secondary School Maths Club |
| Steward, Don | 14.3 .8 | Trisides |
|  | 16.2 .42 | Bubbles |


| Steward, Don | 18.1 .12 | Prerequisites |
| :--- | :--- | :--- |
| Steward, Don | 20.4 .7 | AT.1 in '91 |
| Steward, Don | 22.5 .22 | Maths Resource: Winter Maths |
| Steward, Don | 23.1 .29 | Maths Resource: Multiplication 2 |
| Steward, Don | 23.2 .22 | Maths Resource: Eclipsing the Basics |
| Steward, Don | 23.3 .32 | Maths Resource: Divisorgrams |
| Steward, Don | 23.4 .34 | Maths Resource: In Mean Mode |
| Steward, Don | 24.1 .26 | Maths Resource: Toing and Flowing |
| Steward, Don | 24.3 .20 | Ever Even |
| Steward, Don | 24.3 .23 | Confusion? |
| Steward, Don | 24.3 .30 | Stages for Proving |
| Steward, Don | 24.4 .22 | Maths Resource: Graphical Calculators |
| Steward, Don | 24.5 .18 | Travel Broadens the Mind |
| Steward, Don | 24.5 .22 | Maths Resource: What a Star! (Rational Amusements for Cold Days) |
| Steward, Don | 25.2 .14 | Three Tasks |
| Steward, Don | 25.2 .22 | Maths Resource: Mobile Thoughts |
| Steward, Don | 25.3 .28 | Maths Resource: Going Loopy |
| Steward, Don | 25.5 .24 | 25 Today |
| Stewart, Ian | 08.4 .2 | Calculations and Canonical Elements: Part 1 |
| Stewart, Ian | 08.5 .5 | Calculations and Canonical Elements: Part 2 |
| Stewart, Ian | 25.1 .2 | It Could Be You but Here's Why It Won't Be Me |
| Stewart, Shirley | 25.5 .18 | The Early Years - an Old Soldier's Tale |
| Stockton, P. J. | 17.1 .5 | Mathematics and Modular Schemes |
| Stockwell, F. J. | 04.6 .29 | Remidial Mathematics |
| Stockwell, Peter | 17.1 .12 | GCSE Coursework Assessment |
| Stoessiger, Rex | 19.3 .30 | Using Natural Learning Processes in Mathematics |
| Stokes, R. M. | 02.3 .2 | So far with MME |
| Stonebridge, B. R. | 06.2 .13 | Folding into Three |
| Stonebridge, Brian | 07.1 .14 | Further Folding |


| Storr, G. | 13.4 .12 |
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| Straker, Anita | 08.1 .28 |
| Straker, Anita | 09.4 .4 |
| Straker, Anita | 11.1 .4 |
| Straker, Anita | 15.4 .2 |
| Straker, Anita | 18.3 .10 |
| Straker, Neil | 14.1 .12 |
| Straker, Neil | 18.4 .38 |
| Sturgess, David | 03.1 .17 |
| Sturgess, David | 08.1 .26 |
| Sugarman, Ian | 22.5 .22 |
| Sugarman, Ian | 23.1 .29 |
| Sugarman, Ian | 24.3 .14 |
| Suggate, Jennifer | 24.1 .43 |
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| Sullivan, John J. | 09.4 .20 |
| Summerfield, Maria | 12.5 .6 |
| Swan, Malcolm | 05.4 .30 |
| Sweeten, Charles | 07.4 .8 |
| Tagg, E. D. | 01.4 .28 |
| Tahta, Dick | 24.3 .2 |
| Taizi, Nomi | 16.1 .2 |
| Tall, David | 08.4 .2 |
| Tall, David | 08.5 .5 |
| Tall, David | 10.3 .30 |
| Tall, David | 12.5 .37 |
| Tall, David | 15.2 .33 |
| Tall, David | 16.1 .44 |
| Tall, David | 25.3 .8 |

Tips for Teachers... or "Grannie, How Do You Suck Eggs?"
Getting the Boredom out of Practice
Identification of Mathematically Gifted Pupils
Mathematical Giftedness: A Short Course for Teachers and Children
Procedures and Algorithms in Primary Mathematics
Different Ways of Learning: Mathematics in ILEA Primary Schools
Teacher Fellowships and the Mathematics Teacher
Kepler's Method for Finding the Volume of a Sphere
Teachers can find answers
Primary-Secondary School Liaison on Mathematics Teaching
Maths Resource: Winter Maths
Maths Resource: Multiplication 2
Transforming a Kite
How Do They Do It? Children's Informal Methods of Addition and Subtraction
A Further Note on Hexagonal Numbers
Hunting Triangles
An investigation into modulo arithmetic
The Cost of Computers in Secondary Education
Assessment Workshop

## It Must Be So

Early Algebra Games
Calculations and Canonical Elements: Part 1
Calculations and Canonical Elements: Part 2
Intuitions of Infinity
Introducing Algebra on the Computer: Today and Tomorrow
Drawing Implicit Functions
The Reality of the Computer in the Secondary Mathematics Classroom Can All Children Climb the Same Curriculum Ladder?

| Tall, Graham | 08.2.6 | The Schools Council and Mathematical Education <br> Tall, Graham |
| :--- | :--- | :--- |
| The Possible Dangers of Applying Rasch to School Examinations |  |  |
| Tammadge, A. R. | 0.3.19 | abjective Testing |


| Tapson, Frank | 16.1 .22 | Maths Resource: "Life Is a Puzzlement" |
| :--- | :--- | :--- |
| Tapson, Frank | 16.2 .22 | Maths Resource: Numbers and Pictures |
| Tapson, Frank | 16.3 .2 | Make a Game Competition |
| Tapson, Frank | 16.3 .27 | Mathematics Award Scheme |
| Tapson, Frank | 16.4 .18 | Maths Resource: Tangrams |
| Tapson, Frank | 16.5 .23 | Maths Resource: Calendars 1988] |
| Tapson, Frank | 17.2 .22 | Maths Resource: Shapes and Sequences |
| Tapson, Frank | 17.3 .22 | Maths Resource: Arithmetic Revisited |
| Tapson, Frank | 17.4 .39 | Maths Resourse: Learning to Count |
| Tapson, Frank | 17.5 .22 | Maths Resource: Calendars 1989 |
| Tapson, Frank | 18.2 .22 | Maths Resource: Filling in Space |
| Tapson, Frank | 18.3 .22 | Maths Resource: Coordinates and Distortions |
| Tapson, Frank | 18.4 .22 | Maths Resource: Puzzling It Out |
| Tapson, Frank | 18.5 .23 | [Maths Resource: Calendars 1990] |
| Tapson, Frank | 19.4 .34 | [Maths Resources: Calendars 1991] |
| Tapson, Frank | 24.1 .5 | Take a 100 Square |
| Tapson, Frank | 24.4 .39 | Calendar Models for 1996 |
| Tapson, Frank | 25.1 .7 | Have You Tried the Lottery as a Source of Data? |
| Tapson, Frank | 25.3 .6 | Public Key Cryptography |
| Tapson, Frank | 25.4 .19 | Mathematics in the Age of Electronics |
| Taverner, Sally | 24.4 .34 | The DIY Trundle Wheel |
| Taverner, Sally | 25.2 .8 | Inconsistencies in the Presentation of Statistics: or, Mind the Gap |
| Taylor, A. | 02.5 .24 | Remembering the Trigonomtric Ratios |
| Taylor, A. | 02.6 .26 | Units |
| Taylor, Ian | 12.4 .14 | From St Philip's to St Martin's: A Birmingham Maths Trail |
| Taylor, Peter | 17.1 .45 | Pythagoras and Paper Cutting |
| Taylor, Phil | 18.4 .13 | Swings, Strings and Statistics |
| Taylor, R. S. | 14.3 .36 | Microdot: A Computer Aided Investigation |
| Team | 16.3 .24 | School Based Assessment: Part 1. Winds of Change |


| Testard, Sylvie | 24.5 .8 |
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| The Spode Group | 13.3 .5 |
| Thomas, Anne | 03.2 .18 |
| Thomas, Anne | 19.5 .40 |
| Thomas, Brian | 09.1 .17 |
| Thomas, Glânffrwd P. | 24.5 .34 |
| Thomas, M. O. J. | 16.1 .36 |
| Thompson, Ian | 10.4 .16 |
| Thompson, Ian | 17.4 .36 |
| Thompson, Ian | 20.5 .28 |
| Thompson, Ian | 24.1 .37 |
| Thompson, Ian | 25.5 .42 |
| Thorburn, Pauline | 19.3 .18 |
| Thornton, E. B. C. | 04.5 .31 |
| Thorpe, Tania | 12.5 .6 |
| Threlfall, John | 22.2 .42 |
| Thwaites, G. N. | 08.3 .33 |
| Thwaites, G. N. | 11.4 .16 |
| Thwaites, G. N. | 18.1 .14 |
| Thwaites, G. N. | 18.4 .27 |
| Tobias, C. K. | 10.2 .2 |
| Tobias, R. K. | 10.3 .6 |
| Tobias, R. K. et al | 11.1 .10 |
| Tobias, R. K. et al | 11.2 .16 |
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| Tobias, R. K. et al | 11.3 .14 |

The Maya and the Conception of Mixbaal
Real Problem Solving
Different Ways of Learning Mathematics
End of an Era or Another Beginning?
DYS Mathematical Contest
The Water Jugs Problem: Solutions from Artificial Intelligence
and Mathematical Viewpoints
Algebra with the Aid of a Computer
Types of Error and Checking Strategies in Calculator Work
Making Mathematics Relevant
SATisfactory Progress?
"Pre-Number Activities" and the Early Years Number Curriculum
"User Friendly" Calculation Algorithms
One More Learning Difficulty
Early Experiences in Number
Hunting Triangles
Errors in Division
Some Dangers in the Concept of Understanding
Why Do Children Find Algebra Difficult?
Counting
Non-Euclidean Geometry and Unreal Numbers
Mathematics for the Middle Years: A Spiral Development: Circles and Cones: From Exploration to Inspiration. Part 1
Mathematics for the Middle Years: A Spiral Development: Circles and Cones. Part 2
Mathematics for the Middle Years: A Spiral Development: Part 5. Progression
Mathematics for the Middle Years: A Spiral Development: Part 6. Un-Natural Numbers for Ordinary Children: I
Mathematics for the Middle Years: A Spiral Development:

| Tobias, R. K. et al | 11.4 .20 |
| :--- | :--- |
| Tobias, R. K. et al | 11.5 .5 |
| Tobias, R. K. et al | 12.1 .28 |
| Tobias, R. K. et al | 12.2 .22 |
| Tobias, R. K. et al | 12.3 .24 |
| Tooley, James | 19.2 .10 |
| Toumasis, Charalampos | 23.4 .30 |
| Toumasis, Charalampos | 24.2 .18 |
| Tourret, A. V. | 10.2 .24 |
| Tourret, A. V. | 12.4 .2 |
| Tourret, Toni | 10.3 .27 |
| Toye, Janet |  |
| Treisman, Uri | 10.1 .10 |
| Trown, Anne | 20.5 .12 |
| Tuffley, C. A. M. | 07.2 .6 |
| Tuffley, C. A. M. | 06.1 .5 |
| Tuffley, C. A. M. | 10.2 .2 |
| Turner, A. D. | 10.3 .6 |
| Turner, A. D. | 08.1 .14 |
| Turner, A. D. | 10.5 .4 |

Part 6: Un-Natural Numbers for Ordinary Children: II
Mathematics for the Middle Years: A Spiral Development: Part 6. Un-Natural Numbers for Ordinary Children: III
Mathematics for the Middle Years: A Spiral Development: Part 6. Un-Natural Numbers for Ordinary Children: IV
Mathematics for the Middle Year: A Spiral Development: Part 7: Mathematics and Its Links with Other Subjects Mathematics for the Middle Years: A Spiral Development: Part 7: Mathematics and Its Links with Other Subjects (Continued)
Mathematics for the Middle Years: A Spiral Development: Part 8. Language and Grammar: A Parable
Multicultural Mathematics, Underachievement and the National Curriculum
Variations on a "Toothpick" Problem
Let's Put History into Our Mathematics Classrooms
More on Hexagonal Numbers
A Spiral Investigation
Kent Mathematics Project and the Spread of Ability
Jobs and Numeracy in the Classroom
Paired Weighings, Different Approaches
What Shall We Do about the Gifted?
Mathematics in the Middle School: Planning: Starting from a Practical Problem
Mathematics for the Middle Years: A Spiral Development: Circles and Cones: From Exploration to Inspiration. Part 1
Mathematics for the Middle Years: A Spiral Development: Circles and Cones. Part 2
Piggy-in-the-Middle: A Plea for Co-operation between Mathematics and Science Teachers in Secondary Schools
Mathematics-Science Links in the Secondary School: Ratio and Proportion: Part 1 Mathematics-Science Links in the Secondary School: Ratio and Proportion: Part 2

| Turner, A. D. | 11.2 .6 |
| :--- | :--- |
| Turner, A. D. | 11.3 .10 |
| Turner, A. D. | 11.4 .2 |
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| Turner, A. D. | 11.5 .23 |
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| Turvey, Peter R. H. | 24.5 .38 |
| Twells, Mark | 19.5 .46 |
| Twist, Joanne | 12.5 .6 |
| Tytherleigh, Brian | 17.1 .12 |
| Underwood, Val | 20.3 .22 |
| Vallance, John | 12.4 .14 |
| van der Meulen, Robert | 15.3 .11 |
| Vant, Paul | 18.3 .33 |
| Vaughan, B. W. | 03.5 .14 |
| Vaughan, B. W. | 03.6 .16 |
| Vaughan, B. W. | 04.1 .22 |
| Vaughan, B. W. | 04.2 .15 |
| Vaughan, B. W. | 04.4 .25 |
| Vaughan, Bill | 06.1 .25 |
| Vaughan, Ed | 15.3 .2 |
| Vaughan, Ed | 15.5 .2 |
| Vaughan, Ed | 16.4 .14 |
| Veevers, Alan | 11.2 .12 |
| Vertes, Bob | 17.1 .8 |
| Vertes, Bob | 18.2 .42 |
| Vest, Floyd | 14.4 .24 |

Mathematics-Science Links in the Secondary School: Collaboration between Mathematics and Science Departments: Part 1
Mathematics-Science Links in the Secondary School: Collaboration between Mathematics and Science Departments: Part 2
Mathematics-Science Links in the Secondary School: Collaboration between Mathematics and Science Departments: Liaison
Mathematics-Science Links in the Secondary: The Use of Mathematics in the Learning of Science at the Secondary School Level. A Select Bibliography
Pappus Plus
Centrifugal Force?
Hunting Triangles
Searching for a Silver Lining
Record Keeping Made Simple
From St Philip's to St Martin's: A Birmingham Maths Trail
Area under the Graph of $\mathrm{y}=1 \mathrm{x}$
Stacks
The Only Thing we can be sure of is Change (1)
The Only Thing we can be sure of is Change (2)
The Only Thing we can be sure of is Change (3)
The Only Thing we can be sure of is Change (4)
The Only Thing We Can be Sure of is Change (5)
The Mathematics-Science Interface: A Possible Solution
A Problem Solving Activity
Polygonal Permutations
The Dog, the Fish, the Duck and the Monkey
Challenge on Merseyside
Maths Games Workshops. Part Eight. From Little Acorns ... Or
How to Get Vertigo
Polyheximals to Tetrahexes
Episodes with Several Models of Multiplication

| Vincent, Peter | 10.2 .6 |
| :--- | :--- |
| Vincent, Peter | 16.1 .14 |
| Vincent, Peter | 20.3 .29 |
| Waddington, Jo | 15.1 .59 |
| Wahlen, Alma | 03.4 .8 |
| Wahle, Alma | 03.5 .20 |
| Wain, G. T. | 21.3 .8 |
| Walker, Maureen | 20.4 .45 |
| Walker, Maureen | 21.4 .38 |
| Walker, Maureen | 22.4 .30 |
| Walker, Maureen | 23.5 .21 |
| Walker, Maureen | 24.4 .39 |
| Walker, Richard | 04.5 .8 |
| Walker, Richard | 06.5 .27 |
| Walker, Richard | 09.3 .17 |
| Walker, Ruth | 06.3 .2 |
| Walkey, Nigel | 18.5 .14 |
| Waller, Catherine | 03.2 .6 |
| Wallis, P. J. | 03.1 .2 |
| Wallis, P. J. | 03.2 .12 |
| Wallis, P. J. | 03.3 .7 |
| Wallis, Peter | 05.2 .28 |
| Wallis, Rhona M. | 15.1 .20 |
| Walton, Doug | 08.4 .16 |
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| Walton, Gertrud | 25.1 .22 |
| Wang, Ann-Lee | 24.2 .23 |
| Ward, Murray | 03.1 .22 |
| Ward, Murray | 03.2 .9 |

A Fraction Diagram Investigation
A Practical/Oral Test
Tessellating into Algebra
Pebbles
A Rainbow Scheme for 5-9 year olds
A Rainbow Scheme for 5-9 year olds (2)
Mathematics Homework on a Micro
Calendar Capers 1992
Calendar Cut-Outs 1993
Polyhedral Calendars for 1994
Calendar Models for 1995
Calendar Models for 1996
Toothpick Mathematics
Trees and Leaves
Mathematical Hangman
Mathematics for School: Six Years Later
Have We Really Thought about GCSE Maths?
How to construct a regular Heptagon
Mathematics Text Books (1)
Mathematics Text Books (2)
Mathematical Textbooks (3)
Sex roles in Mathematics
A Golden Shot at Vectors
Mathematics at the Primary/Secondary Interface: What Should the Secondary School Expect?
Our Number Tables Are Upside-Down
Hollow Magic Squares
Maths for 10 -year-olds
Maths for 10 -year-olds. What is important?

| Ward, Murray | 03.3 .17 |
| :--- | :--- |
| Ward, Murray | 04.5 .29 |
| Wardle, Michael | 12.5 .34 |
| Wardle, Michael | 13.1 .2 |
| Wardle, Michael | 13.2 .26 |
| Watkinson, R. | 25.4 .34 |
| Watkinson, R. | 25.5 .40 |
| Watson, F. R. | 02.3 .27 |
| Watson, F. R. | 04.2 .10 |
| Watson, F. R. | 04.3 .24 |
| Watson, F. R. | 05.2 .29 |
| Watson, F. R. | 07.4 .33 |
| Watson, F. R. | 08.2 .16 |
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| Watson, F. R. | 09.2 .23 |
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Tips for Teachers ... Or "Grannie, How Do You Suck Eggs?"
Tips for Teachers ... Or "Grannie, How Do You Suck Eggs?"
Tips for Teachers . . . or "Grannie, How Do You Suck Eggs?"
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| Webb, N. G. G. | 05.5 .8 |
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| Webb, Nigel | 04.6 .8 |
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General Concepts and Mathematics Teaching
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Mathematics and Modular Schemes
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| Witcomb, J. A. | 06.3 .24 |
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| Wolf, Alison | 18.5 .6 | Timetabling Troubles |
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| Womack, David | 07.1 .28 | On Teaching the Foundations of Number |
| Wood, Adam | 18.5 .22 | Comparing the Standard of GCSE with That of the National Curriculum |
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| Wood, Eric F. | 17.1 .32 | Where Did the Log Tables Come From? |
| Wood, Michael | 07.1 .27 | Formulae and an Initial Teaching Algebra |
| Wood, Michael | 12.2 .12 | A View of Mathematics from the Fifth Form |
| Wood, Robert | 06.4 .18 | Cable's Comparison Factor: Is This Where Girls Troubles Start? |
| Woodrow, Derek | 13.5 .5 | Cultural Impacts on Children Learning Mathematics |
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| Wynne Willson, William | 07.3 .18 | Fractions by Calculator |
| Wynne Willson, William | 09.4 .28 | Calculating Trigonometrical Ratios |
| Wynne Willson, William | 13.2 .30 | Binary Arithmetic: On your Calculator |
| Wyvill, Ron | 02.4 .2 | Friday the Thirteenth |
| Wyvill, Ron | 03.6 .31 | 1900 and All That |
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| Yih, D. | 11.2 .25 | Divisibility Rules |
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| Zuluaga, Carlos | 25.4 .12 | Proving Pythagoras' Theorem |


[^0]:    Cross Number Puzzles Set 5
    The Precious Futility of Arithmetic
    Tips for Teachers... or "Grannie, How Do You Suck Eggs?"
    What If? 8. Pathways around a Matchbox
    Calculator Starting Points: Questions to Provoke Discussion What Was ...
    Squares on a Chessboard - again!
    VSO Course for Trained Maths \& Science Teachers
    24 Toasters from Scunthorpe
    Testing and Diagnostic Testing in Mathematics
    Starting a Secondary School Maths Club
    Rebounds Re-visited
    Beautiful Magic Squares
    Hunting That Limit ...
    The Reality of the Computer in the Secondary Mathematics Classroom De Pulchritudine Numerorum Figuratorum (On the Beauty of Figurate Numbers)
    When Is One Fraction Equal to Three Others with Unity Numerators
    How Small Is Dutiful?
    A Microcomputer Approach to Exponential Functions and Their Derivatives Maths Teachers' Pay
    See the Mathematics in Noughts and Crosses
    The Cambridgeshire Mathematics Achievement Scheme
    Carpet of Flowers
    A Further Note on Random Digits
    Folding a Regular Pentagon from a Square Sheet of Paper
    Folding a Regular Pentagon from a Square Sheet of Paper
    Computers in the Special School: Some Practical Considerations
    Teaching Tangram Technique
    Conainer Routes

[^1]:    ABC of Mathematicians
    ABC of mathematicians
    Logic in everyday life
    "Triangles" out of squares
    ABC of mathematicians
    Klein Wolf in Sheep's Clothing
    Coursework Need Not Be Bad News!
    Confessions of a Primary Maths Teacher
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    Computer Assisted Instruction in a Junior School
    Computer Page
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    Mathematics for Schools
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    Worth Repeating
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    Mathematics - the Fight for Recognition
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    When Groupwork with Computers Is More than Rotating Turns
    Top Designs: Using Computer Databases to Compare Spinning Tops
    Broken Scientific Calculator
    Multicultural Mathematics
    Interactive Video in the Mathematics Classroom
    Making Use of Maths Television and Associated Resources

[^2]:    Tips for Teachers . . . or "Grannie, How Do You Suck Eggs?"
    A Captive Audience?
    Practical Testing in School
    Exploring Polynomials with Advanced Calculators
    Exploring the Planets with a Programmable Graphic Calculator
    Extending MaxBox with a Computational Algebra System
    Real Problems at the Breakfast Table
    Statistics or How to Know Your Onions
    Some Strategy Games Using Desargues's Theorem
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    The Teaching of Fractions in Mixed Ability Groups
    Too Early or Too Late?
    Teaching Committee News
    How We Grow
    Centrifugal Force: Fact or Fiction?
    Mixed-Ability Teaching: The Practical Implications of the Teaching of Mathematics in a Large Comprehensive School
    Students Value Time and a Patient Teacher
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    The Case for Fractions
    Computer Preview
    Algebra: A Vital Ingredient
    Vision in Elementary Mathematics
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    Vision in Elementary Mathematics Part 3: Investigations
    Vision in Elementary Mathematics: Part 4. Experiments with Graphs
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