Contents

<<	*************************	:<<<<<
Ove	rview	1
Sect	ion 1 The historical context	
	Introduction	5
1	When will they ever learn? Alistair McIntosh	6
2	Mathematics, its challenge to primary school teachers from 1930 to 1980 Sr Mary Timothy Pinner	12
Sect	ion 2 The contemporary context	
	Introduction	26
3	Mathematics in primary education for England HM Inspectors of Schools	27
4	Mathematics in secondary education in England HM Inspectors of Schools	38
5	The mathematical performance of 11 year olds in England and Wales in 1978: the first report from the Assessment of Performance Unit D.D. Foxman, M.J. Cresswell, M. Ward, M.E. Badger, J.A. Tuson and B.A. Bloomfield	54
Sect	tion 3 Developing mathematical thinking	
	Introduction	68
6	The desire to learn Magaret Donaldson	71
7	The formation of mathematical concepts Richard Skemp	79
		vii

Deve	ioping Mathematical I ninking	
8	A comparative study of the order of acquisition of the concepts of weight, area and volume Eryl Rothwell Hughes	87
9	Thinking about problems George Polya	117
10	The metaphoric mind: the gift of beginning Bob Samples	120
11	And now for something different; teaching by not teaching Sandy Dawson and John Trivett	124
12	Language and cognitive development Dan Slobin	135
13	Mathematics? I speak it fluently David Pimm	139
Sec	tion 4 Some particular topics	
	Introduction	151
14	Young children's addition Kathy Hebbeler	153
15	Learning difficulties Herbert Ginsburg	162
16	Decomposition and all that rot Stuart Plunkett	177
17	Coping with word problems: observations of V.D. Petrova's class Jeremy Kilpatrick (ed.)	186
18	Learning their tables: a suggested reorientation Alistair McIntosh	193
19	Taking time out Daphne Kerslake	201
20	Teaching algebra David Hale	205
21	A structural approach to primary school geometry David Fielker	210
22	From edges to solids Marie Kuper and Marion Walter	218

viii

		Index
23	Problem-solving in the primary school Christine Taylor	226
24	Teaching children to be mathematicians versus teaching about mathematics Seymour Papert	235
Se	ection 5 Organising the classroom	
	Introduction	246
25	Making space for doing and talking with groups in a primary classroom Janette Warden	248
26	Training middle-school children to do, talk and record Deryn Harvey and Carole Senior	258
27	Doing, talking and recording with a whole class in a comprehensive school Bob Vertes	271
28	Doing, talking and recording in remedial and other situations in a comprehensive school Sandy Carter	283
	Index	291