The summer school programme also highlighted values that were far broader than just mathematics – including teamwork, drama, music and philosophy. For example, we built in a talent evening where everyone was encouraged to put on a small show (whether musical, or juggling, or reciting poetry, or acting a skit).

My own contact with participants in the years following the summer school was largely limited to those who subsequently took part in the IMO. Hence any influence on the subsequent choices made would seem to derive from behind-the-scenes interactions between participants, and from the silent fermentation of ideas.

Many well-meaning, and well-documented interventions in mathematics have no discernible long-term positive impact. The above evidence shows that: with appropriate prior experience, sensitive selection, and a suitable programme and follow-up, it is possible effectively to encourage and to support the long-term mathematical development of promising adolescents. But the nature, and the timing, of the intervention matter. It would be interesting to hear of other brief interventions during adolescence that have led to a comparable (mathematically-skewed) distribution of outcomes.

References

1. *Program in Mathematics for Young Scientists*, Alumn1 Community, accessed April 2018 at https://www.promys.org/alum-community/about
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The Mathematical Gazette Information Sheets

During 2018, as an experiment, we are producing an information sheet for each issue. Such sheets are slightly enhanced lists of contents.

The enhancements are to two aspects. First, books which are reviewed are listed (along with the author and reviewer). Secondly, the DOIs are included and, as the sheet is in pdf format, these are included as hyperlinks.

The three sheets for 2018 are available from

https://www.m-a.org.uk/the-mathematical-gazette

They are listed as Indexes to Volume 102 No. 1 and No. 2 and No. 3.

Please feel free to download these for personal use, for circulation to friends and colleagues, or to put on Notice Boards, either electronic or physical.

Comments on this initiative are welcome and should be sent to:

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