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Douglas Arthur Quadling
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Every issue of the *Gazette* carries the quotation from Francis Bacon which exhorts everyone 'to be a help and an ornament' to their profession. There can be few people who have given so much help over so long a period to mathematics education and, in particular, to the Mathematical Association as Douglas Quadling.

He was born in London, the son of Arthur James and Gladys Quadling. His parents had, like so many at that time, both left school at the statutory leaving age even though both were intellectually capable. His mother became a secretary and his father, after studying at evening classes, an accountant in local government. So they were in a position to send Douglas to a private kindergarten when he was 4. There he showed marked arithmetical prowess and so for arithmetic sat and worked at the back of an older class. At the early age of 9 he moved on to the City of London School (CLS), one of London's outstanding independent schools. Even then in the early years he was to find the mathematical work of the top set unchallenging. Things, however, changed dramatically in 1939. At the start of the war CLS was evacuated to Marlborough where Marlborough College pupils used the premises and facilities of the College in the morning, while CLS took them over in the afternoons. Now, in the fifth form, he was taught by Gordon Nobbs, an outstanding teacher and author who inspired Douglas to decide upon a teaching career. His use of the Marlborough College library at the weekends, when, away from his family, there was much time to kill, led to his meeting the Marlborough Head of Department, Alan Robson, another outstanding teacher and later influence.

In 1943, aged only 17, Douglas won a scholarship to Emmanuel College, Cambridge. As a mathematician he was exempt from call-up to the services for two years. However, by missing out the first year he was able to work for Part 2 of the Mathematical Tripos and to sample a few advanced courses. After graduating with a first class degree in 1945 he was sent to the armaments division of the Ministry of Supply at Fort Halstead. His first task was to learn some probability and statistics for these had not featured in his school and

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university courses. However, the war ended within weeks of his leaving university. During it schools had suffered from a dearth of good mathematics teachers, for these were wanted for other duties. So the government now offered 'early release' to potential sixth form mathematics and science teachers. Douglas took advantage of this and obtained a post at Mill Hill School, London.

Aged only 20 and with no training in teaching he was in need of help. He joined the MA and began to learn from its reports, annual conferences, the *Gazette* and also the meetings of the London branch. He also attended the annual courses given by Her Majesty's Inspectors (and later was invited to join the staff of them).* In 1953 he moved to Marlborough College, where he remained until he was appointed to the Cambridge Institute of Education† in 1968 where he was to meet, and later marry, Ruth Starte.

About the time he moved to Marlborough he was invited to become a member of Teaching Committee. From that time onwards he became more and more involved in MA work, in authorship and in other national organisations. Regrettably there is only space to provide brief notes on his various contributions

Douglas's first work as a member of Teaching Committee was to serve on the two subcommittees preparing reports on the teaching of sixth-form algebra and analysis and he edited both reports. In the 1960s he became Chairman of the Programme Committee (charged with designing the programme for the annual meetings) and a member of the sub-committee established to prepare the report on Mathematics 11-16.

After moving to Cambridge he was first assistant editor of the *Gazette* and then from 1972-1980 its editor. In 1980 he became the Association's President and from 1987 until 1993 Chairman of the Finance and General Purposes Committee. In 2001 he became an Honorary member of the Association.

Yet a mere listing of committees does not give a true impression of Douglas's contributions to the MA. There were the car trips to the Oxford and Reading branch meetings to which he took carfuls of Marlborough students, but also the contributions he made during his years on Council. Some of these played a large part in ensuring the Association's existence at times of great financial difficulties. So, for example, he was an examiner for the 1960s Diploma in Mathematics (Teaching) scheme, he played a major part in establishing and then promoting *Mathematics in School*, and in the formation of the 1970s Diploma in Mathematical Education. He was, of course, a great contributor over the years to the *Gazette*. His first Note appeared in 1950 and his name could still be found in the issue that was published shortly after his death – a remarkable time span.

In addition to the reports and monographs he helped produce for the Association, he was also an acknowledged author in his own right. His first

* The principal aim of HMIs in those days was to assist and guide teachers rather than to assess them.

† This was a separate body from the Cambridge Department of Education and concentrated on the in-service training of teachers in East Anglia.

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book, *Mathematical Analysis*, appeared in 1955, but this was quickly followed by his three books on mechanics written with Alan Ramsay. In 1961 he was one of the four mathematics teachers recruited by Bryan Thwaites to lead the School Mathematics Project. For the SMP he made major contributions to the O Level, A Level and Further Mathematics books. But just as he wished his pupils to attend MA meetings, so he ensured that members of his staff at Marlborough also gained valuable experience as authors. He was to serve the SMP in various capacities for thirty years. When he went to Cambridge he helped produce much in-service material and after retirement from that, and well beyond 2000, together with Hugh Neill, produced many books intended for A level and International Baccalaureate candidates. There were also other monographs and material produced for in-service training while at the Institute.

Douglas's involvement with the SMP was only one of his important activities away from the MA. The early 1960s saw the establishment of the Institute for Mathematics and its Applications of which he soon became both a Fellow and a member of Council. He joined the Board of the Oxford & Cambridge Examinations Board in the early 1960s and apart from a short period when he left Marlborough he remained a member into the 1990s. Once he no longer taught candidates he was an examiner for SMP papers and for those of MEI. Perhaps his most important post, however, was as first a member and then as chairman of the mathematics committee of the Schools Council for Curriculum and Examinations*. As a result of this and his other contributions to mathematics education Douglas was awarded an OBE in 1983.

Yet Britain was not alone in gaining from Douglas. He lectured abroad in the USA, Ghana, Nigeria and Cameroon, and in Italy and Germany, and took part in group visits to Moscow and China. For the Karlsruhe ICME in 1976 he led the section on secondary school mathematics, chairing the international committee and preparing the UNESCO published report.

Douglas's career was, then, a very full and rich one but has left little room for comments on his personality. Perhaps I may be allowed to stress just one aspect: Douglas's willingness always to set time aside to help and advise. Over the years I gained much from this and I am sure many others could say the same. But the description Margaret Brown wrote to me in her reply to news of Douglas's death sums this up perfectly: 'He was a huge contributor to maths education in many different ways and a wonderful, intelligent, funny and modest man with whom it was always a pleasure to work'.

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* The SCCE was established in 1964 mainly in opposition expressed by teachers and their unions to the establishment of a Curriculum Study Group within the Ministry of Education. It was feared that this would lead to control of the curriculum falling into the hands of the Ministry. The SCCE was funded by government and local authorities and had representatives from teachers, unions, etc. It was axed by the Thatcher government in 1984 as the move towards a national curriculum gathered pace.

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