a monk in the Benedictine order at Quarr Abbey and here he went on with his mathematical work and, also, his theological studies which had always been a part of his life. His jovial friendly nature still shone out as he carried out his duties as Porter of the Abbey Lodge.

He died in January 1992, aged 90.

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Margaret Hayman

Margaret Hayman was President of the Association for 1974–75, at a time when the excessive abstraction of some modern mathematics teaching was coming under attack from industry and commerce, and research was beginning to reveal the width of the gap between the aspirations of curriculum developers and pupils' conceptual grasp of mathematics. Her Presidential Address, "To each according to his needs", stressed the importance of involving pupils at the level of their own interests and experience; and it made a greater impression by being based on her own experience with a class of alleged "no-hopers" in a girls comprehensive school in London. It was a message for the times, and gave the Association a crucial shift of the tiller as it sailed towards the period of the "Great Debate" and the Cockcroft Report.

However, it is for her work with the most mathematically able pupils that Margaret will be best remembered, and especially for her championship of the National Mathematics Contest and the Olympiads. She was an active member of the group which met in the 1960s to establish a national mathematics competition and, together with her husband Professor Walter Hayman of Imperial College, she was influential in the negotiations which led to the United Kingdom becoming one of the first western countries to send a team to the International Mathematical Olympiad (which was, in its earliest days, the preserve of the communist states). She waged a long battle for sponsorship funding for the British team, and worked hard to foster appreciation of the potential value of mathematics competitions within the Council and the membership of the Association. Margaret's interest in the mathematically able was also manifest in her support for and involvement in the Royal Institution Mathematics Masterclasses, both nationally and locally.

One of her regrets was the domination of boys for many years in the NMC and the Olympiads, an imbalance which she happily lived long enough to see diminishing. It was hardly surprising that, with three daughters of her own, she should have a special concern for the mathematical education of girls. The happiest period of her teaching career was spent in a prestigious girls independent school, and she would argue forcefully that, given proper encouragement, there was no reason why these pupils should not aspire to the highest levels of achievement. Of that philosophy she was herself a fine example.

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