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TEACHING STATISTICS

EDITORIAL

Welcome to a 'bumper issue' of *Teaching Statistics* – 48 pages instead of the usual 32. Our publishers have very kindly agreed to provide this expanded issue at no extra charge so as to help get articles published quicker. We are extremely grateful to them for their generosity.

This doesn't mean there is no need to keep on submitting articles for consideration for publication. We will always be pleased to receive these. All we ask is that authors remember the main intentions of the journal: to be immediately helpful at the chalk-face of classroom teaching, and to be aimed at teachers of students aged up to about 19.

I've tried to explain this before, but it is worth trying again. 'Up to about 19' is deliberately vague at the interface between the top end of school (and college, and so on) and the first year of higher education. Many statistical topics are legitimately taught in both

of these, depending on the various curricula. So we certainly seek articles aimed at first-year undergraduate teaching provided they would also be likely to be suitable for teachers at schools. One particular facet of this is that the undergraduates need not be statistics specialists; they might be some of the many studying other disciplines who need to use statistics. Articles intended for this audience might be particularly suitable.

But even more suitable will be articles by real, actual, practising school teachers. This also bears repeated repetition. Tell us about things you have tried and which seem to have worked. Share your successes, and even your failures if there is some sense in which the failure was constructive. This will help widen the experience of all statistics teachers. Which is very much what the journal is for.

Gerald Goodall
Editor