## To the Editor, The Mathematical Gazette

Sir,
I have consulted the articles by Priday and Davies concerning Langford's problem (Math. Gaz. Vol. XLIII, Dec 59, pp. 250-255). I notice that 25 is given as the number of solutions for the case $n=7$ whereas I know of 26 solutions, and wonder whether the 26 th has passed unobserved. Attached is a complete list of solutions.

| 73625324765141 | 001 | 57141653472362 | 014 |
| :--- | :--- | :--- | :--- |
| 72632453764151 | 002 | 17125623475364 | 015 |
| 72462354736151 | 003 | 2742356471516 | 016 |
| 73161345726425 | 004 | 62742356437151 | 017 |
| 71416354732652 | 005 | 26721514637543 | 018 |
| 71316435724625 | 006 | 36713145627425 | 019 |
| 74151643752362 | 007 | 51716254237643 | 020 |
| 72452634753161 | 008 | 23726351417654 | 021 |
| 57263254376141 | 009 | 4171642537635 | 022 |
| 37463254276151 | 010 | 5273265317164 | 023 |
| 57416154372632 | 011 | 35743625427161 | 024 |
| 57236253471614 | 012 | 35723625417164 | 025 |
| 17126425374635 | 013 | 24723645317165 | 026 |

Dean Oak, Leigh, Reigate, Surrey.

Yours faithfully, P. R. Lloyd

To the Editor, The Mathematical Gazette

Dear Sir,
Congratulations to my good friend, Mr. Robert Pargeter, for his letter on p. 164 of the Gazette for May, 1970.

I wonder whether it is realized how much sympathy he will evoke in a considerable part of the silent majority of teachers of mathematics.

This department, of fifteen lecturers (slightly below strength) is very much on his side, and we are "customers" for a large representation of the schools of Great Britain.

For the last two or three years we have been admitting cadets who have obtained "C" or better on "new type" papers at "A" level. Without exception they have done far less well than their "Traditional" trained brethren in preparing for Cambridge and the Royal Military College of Science. The best are schooled in ideas but deficient in techniques.

It could well be argued that a young man who is destined to read Mathematics is not ill-served in "modern" treatments; but in the first place it is almost impossible to spoil a good potential mathematician (even by bad teaching); and, secondly, surely we have a duty to those who, like most of our cadets, are primarily preparing to be Engineers or Scientists.

