

triads, for if the bisectors of A , B , and C cut O_1 , O_2 , O_3 , in l , m , n , and the external bisectors in k_1 , k_2 , k_3 , then the locus of I passes through l , m , and n ; the locus of I_1 passes through k_2 and k_3 , and we have loci of I , I_2 , and O_1 passing through O and l , and so on for first triad; in second triad I_1 , I_2 , and O_2 pass through O and k_2 , and so on.

II. (1) Instead of forming our triad of coaxials by bisecting AH , etc., and taking line of centres at right angles to AG , etc., form a triad of systems by bisecting AG , etc., and take the lines of centres at right angles to AH , etc., through the point of bisection, and we get as the locus of O the same circle on GH as diameter, but it is now the locus of the orthocentre of a series of triangles taken as before, a vertex on each circle, and sides through P_1 , Q_1 , and R_1 . This may be seen from the fact that the common points of the coaxials will be A and X_1 , B and Y_1 , C and Z_1 .

(2) This is one of a series of propositions regarding fixed linear points connected with the triangle; for instance, if O' is the circumcentre, bisecting AH as before and taking a line of centres at right angles to AO' , through the point of bisection, we get as the locus of O a fixed circle on $O'H$, which is the locus of the circumcentres of a series of triangles formed as above; or bisecting AO' , and taking a line of centres at right angles to AH , we get the same circle as locus of O , but it is now the locus of the orthocentres of the series of triangles connected with it as above; and so on for other pairs of points, each having its coaxials attached.

WILLIAM FINLAYSON.

CORRESPONDENCE.

TO THE EDITOR OF THE *Mathematical Gazette*.

DEAR SIR,

November, 1916.

The Teaching Committee of the Mathematical Association concurs with the Councils of the Classical, English, Geographical, Historical and Modern Language Associations in the view that any reorganisation of our educational system should make adequate provision for both humanistic and scientific studies; that premature specialisation should be avoided; and that technical preparation for a particular profession should be conceived in such a spirit that it misses none of the essentials of a liberal education.

In reply to the invitation of the representative Conference to make a statement as to the position of mathematical studies in schools, the Mathematical Association Committee would submit that from a school course of mathematics the pupil should acquire: (1) an elementary knowledge of the properties of number and space; (2) a certain command of the methods by which such knowledge is reached and established, together with facility in applying mathematical knowledge to the problems of the laboratory and the workshop; (3) valuable habits of precise thought and expression; (4) some understanding of the part played by mathematics in industry and the practical arts, as an instrument of discovery in the sciences and as a means of social organisation and progress; (5) some appreciation of organised abstract thought as one of the highest and most fruitful forms of intellectual activity.

(Signed)	A. N. WHITEHEAD (President),	}	On behalf of the Mathematical Association.
	A. W. SIDONS (Chairman of the Teaching Committee),		

(Any communication with regard to the above may be addressed to A. W. SIDONS, Harrow School.)