Mr. Tuckey's paper on 1st March on " The Teaching of Geometry under the new regulations " produced a lively discussion.

Future meetings have been arranged as follows :

14*th June*. Professor Neville : " Mathematics can't do sums ".

25*th October*. Mathematical Films, introduced by Mr. I. R. Vesselo.

Other speakers will include Mr. Robson, Mr. Roseveare, and Dr. Trubridge.

There are now 22 full members, 11 associates and 14 student members, and the secretary would be glad to hear of any other potential members in the district.   F. G. MAUNSELL, *Hon. Secretary*.

University College, Southampton.

LONDON BRANCH.

ON 18th May, a joint meeting of the Branch and the Scientific Film Association saw a display of Mathematical Films. There was an attendance of 120, who were very interested in the viewpoints of two film producers, Mr. Fairthorne and Mr. Segaller. A lively discussion followed, in which a number of differing views on the future of the film were expressed.

A. J. G. MAY, *Hon. Secretary*.

CORRESPONDENCE.

To the Editor of the *Mathematical Gazette*.

DEAR SIR,—May we use your columns to make the following suggestions to teachers ? They deal with rather trivial matters, but we think that their adoption would save some time and make for clearness.

(i) The word " isosceles " should not be used. See *Gazette* XXX, p. 35.

(ii) In expressions like $x + y \times z$ brackets should be included to show whether $(x + y) \times z$ or $x + (y \times z)$ is intended. Although the convention " multiplication before addition " is often assumed, it is not a useful convention. In fact $x + y \times z$ rarely occurs outside elementary examination papers. Elsewhere it is usually $(x + y)z$ or $x + yz$.

(iii) The conventional distinction between $\sqrt{x}$ and $x^{\frac{1}{2}}$ according to which the first denotes the positive square root and the second carries the ambiguous sign ought to be accepted. It is in fact used at the stage of quadratic equations when the solution of $ax^2 + 2bx + c = 0$ is generally expressed in terms of $\pm \sqrt{(b^2 - ac)}$. It is useful to adhere to it later, especially in integration, and even to extend it in complex algebra so that for example $\sqrt[3]{8}$ means 2, but $8^{\frac{1}{3}}$ is three-valued. Possibly some of the following items (iv to vii) require further consideration.

(iv) At a later stage straight lines and curved lines are always called lines and curves respectively. Could this be done from the start ?

(v) The quadrangle is a figure composed of four points and the quadrilateral a figure composed of four lines. Thus for example four points on a circle form a cyclic quadrangle, not a cyclic quadrilateral. Could this also be adopted in elementary courses ? The word trilateral might sometimes be used with advantage, *e.g.* in referring to the inscribed circle.

(vi) The short reasons SAS, SSS, AAS, RHS for congruence are now in very general use. Would it be possible to agree on abbreviations for the corresponding tests of similarity ?

(vii) In elementary work, is it better to use AB to denote the whole line through A and B, or only the part of it from A to B ? Can we dispense with such phrases as " on AB or AB produced or on BA produced ", or do they help the beginner ?   Yours etc.,   C. V. DURELL.
A. ROBSON.