

Incidentally, the answer is placed where it always appears when costing an account.

Of course, I am describing the method very briefly and I am not dealing with the gradual build-up which is needed in young children. One advantage of the method is that no new set of basic facts have to be mastered. At present, the pupil has to learn a set of basic facts for Subtraction as well as one for Addition. This unnecessary burden adds to his difficulties; no wonder he is so bothered.

Credit is due to Miss Burslem for her attempt to grapple with the problem. The searcher after truth has often to do more than to experiment and make a fresh start. I suggest that Miss Burslem starts again along the lines which I have indicated and—what is important—reports on her progress.

One last word. In the Association's Report on the Teaching of Arithmetic (page 18) the method recommended is that of Comprehensive Addition. And here are some of the names of the Committee which made this recommendation. F. C. Boon, C. T. Daltry, W. Hope Jones, A. Robson, A. W. Siddons, C. O. Tuckey, R. W. Wright, R. V. H. Roseveare, W. C. Fletcher—names to conjure with (they include four past Presidents of the Association). Is not time we took their teaching to heart?

125 Jersey Rd., Osterley.

Yours etc., S. INMA

THE SCIENCE OF MECHANICS

To the Editor of the *Mathematical Gazette*

DEAR SIR,

In the October 1959 number of the Gazette there was an article with the above title. A sub-committee of the Teaching committee is now at work revising the report on the Teaching of Mechanics in Schools. We are at present working for this report along the lines suggested in the article.

In stage A we shall include topics of mechanics which can be introduced into the ordinary elementary course of mathematics in all schools, and which can serve to illustrate elementary methods and broaden the scope of examples.

In stage B we shall give the main course of mechanics and we hope that most schools may manage to start this, at any rate with better pupils, before examinations at "O" level are taken.

Stage C will suggest a course suitable for mathematical specialists which can demonstrate the logical development of the subject from the assumptions laid down by Newton, and thus prepare students for the study of other fundamental assumptions, and the development which follows.

Yours etc., K. S. SNEI
(Chairman of the Mechanics Sub-committee)