

CORRESPONDENCE

To the Editor of the *Mathematical Gazette*

Dear Sir,

May I add shortly to what Mr. Snell has written in the Gazette about our mutual friend Arthur Siddons?

I would like to emphasize how helpful he was to young schoolmasters, and never seemed to grudge the time involved. There is no one to whom I owe a greater debt in learning how to teach Mathematics. We had much in common. He succeeded my father at Harrow. We had taken the same two Triposes at Cambridge, though my result was far less distinguished. I often went to see him during School holidays to put forward difficulties which he soon resolved. At a later date, about 1913, the school I was then serving provided a Mathematical laboratory. The work I did there was entirely based on that done in his pioneer laboratory at Harrow

He had ambitions in early days to become a headmaster. I often told him, and still believe, that this would have interfered with his work for Mathematical reform. Other interests would inevitably have come his way, and I did not regret that he remained where he was.

I would like to stress that our Association owes him an incalculable debt for his pioneer work some sixty years ago. Prejudice had to be overcome. Committees had to be persuaded. Time and patience were necessary. No doubt the reform of Mathematical teaching was due to many, but his contribution was notable, and he stands in the forefront among those whose services we remember with gratitude.

Yours etc.,

W. F. BUSHELL

To the Editor of the *Mathematical Gazette*

Dear Sir,

In the review of Ministry of Education Pamphlet 36 in last February's Gazette the introduction of certain new topics is approved, including "some of the newer branches of mathematics, e.g. symbolic logic and Boolean algebra". We may well feel that they should have a place with us, when, as has been said, their inventor, George Boole, in discovering them discovered Pure Mathematics. Who was Boole? He lived and taught in England and Ireland between 1815 and 1864. For eighteen years he was a school teacher, starting as an 'usher' at the age of 16, later on having a school of his own. According to E. T. Bell, it was during this latter period that impetus was given to his work in mathematics by his dismay at the then available text books. All his own higher education he got by part-time study; and then in his spare time he started his great original work with which he "made a far-reaching advance in mathematical methods" Mr. Flemming, in his review, suggested that we should be keeping abreast of the times and helping to close the gap between school and University. And so indeed we should. But the