in universities, as to how we are thinking in schools. It is a very great merit of this Association that it numbers among its members men and women from universities, and from every kind of school, and that at our annual meetings we mix and hear views from the other side. The fact that I have been allowed to preside I take as a very great honour, not only to myself, but to all those of us whose duties lie in the schools. K. S. S.

CORRESPONDENCE.

EUCLIDEAN GEOMETRY AND THE RIGID MOTION GROUP

To the Editor of the *Mathematical Gazette.*

SIR,—In my article on " Euclidean geometry and the rigid motion group " I inadvertently (and irrelevantly to my thesis) identified the rigid motion group with the group of projective collineations which leave invariant a fixed involution on the line at infinity. The rigid motion group is of course a self-conjugate subgroup of this group of collineations.

I am indebted to Dr. D. B. Scott (and other friends) for their kindness in drawing my attention to this lapse. I have no wish to pioneer the discovery that all similar triangles are congruent.

Yours, etc.,

R. L. GOODSTEIN.

SIR,—The use of the word " motion " in both a physical and a metaphorical sense, which Professor Goodstein criticises (*Gazette*, No. 320) is especially dangerous at the stage at which a pupil passes from the study of spatial geometry (physics) to abstract geometry.

Professor D. E. Littlewood writes (*Gazette*, No. 310) : " The essential point that all philosophers appear to have missed is that the denial of the principle of superposition does not merely invalidate one theorem, but destroys the whole structure of Euclidean geometry."

The natural interpretation of these words is to suppose that a formal abstract Euclidean geometry is invalidated if it is illegitimate to take up one triangle and to fit it on to another. It is undeniable that it is illegitimate to do so ; but anyone who wishes to know why this does not invalidate the theory of an abstract Euclidean geometry will find a complete answer in Forder's *Foundations of Euclidean Geometry.*

Yours, etc.,

CLEMENT V. DURELL.

GLEANINGS FAR AND NEAR

1746. Particular numerical examples should be used. . . . In this kind of way the pupil's mind may be made familiar with the transformation from $5=2\sin x$ to $\sin x=2/5$. The trigonometry may in fact be used to help teach the algebra.—*The teaching of trigonometry* : a Report prepared for the Mathematical Association (1950), p. 9. [Per Mr. J. T. Combridge.]