by (14). On the other hand, (3) shows that the expression multiplying $d t$ on the right of (15) vanishes identically, i.e. that (15) can be simplified to

$$
\begin{equation*}
d g=x^{\prime 2} d(1 / f) \tag{16}
\end{equation*}
$$

Since $f(t)$ is supposed to be an increasing function of $t$, it is clear from (16) that $g(t)$ is decreasing.
A. W.

## CORRESPONDENCE.

SCHOOL EXAMINATIONS.

## To the Editor of the Mathematical Gazette.

Dear Sir,-I read with much interest the discussion on Mathematics in School Examinations, 1950, reported in the Mathematical Gazette. Many aspects of the difficulties which the new type of examination may cause for the schools seem to have been fully discussed there. But there is another aspect of it, which affects examiners very closely, on which, so far, little seems to have been said. I refer to the proposal to start the examinations in May. Most examining bodies have circularised their panels asking for their views on this ; and until examiners have had some experience of the new type of examination, it is perhaps too early to express strong opinions on the disadvantages of this early start.

For many of those who teach in Universities and Technical Colleges the starting of the examinations in May, which is even earlier than degree examinations themselves are now held, cannot be so convenient as the present June-July period. It is hoped and expected that examining bodies will take due account of this and allow a longer period for marking; but this is only a partial solution, since examining, to be done efficiently and effectively, needs freedom from all other distractions; and surely only a very few fortunate examiners can expect that to be possible in May and early June.

I write thus to you, Sir, in the hope that it may perhaps lead other examiners in Mathematics to express their views through the Gazette.

I am, Yours, etc., E. G. Phillips.

## " ISOSCELES."

## To the Editor of the Mathematical Gazette.

Sir,-With regard to Mr. FitzRoy Jones' letter (Gazette, No. 295, p. 163), sceles is not the basic part of skeleton, which the Shorter Oxford Dictionary says is derived from $\sigma \kappa \epsilon \lambda \epsilon \tau o ́ v \sigma \hat{\omega} \mu a$, which means a dried-up body.

I am entirely opposed to giving up the use of the word isosceles. I have always found that, even if they have done no Greek, boys are very interested when reminded that iso means equal and told that $\sigma \kappa \epsilon \in \lambda o s$ is Greek for a leg, and when this is illustrated by standing upright with the feet apart. This I follow up by telling them that scalene is connected with $\sigma \kappa a \lambda \eta \nu o s$, which means limping; this I illustrate by standing with one knee bent as though a cripple. If pupils know that isosceles means equal-legged, they easily remember that the definition of an isosceles triangle is that it has two sides equal. Yours, etc., A. W Siddons.
P.S.-The Shorter Oxford Dictionary says scalene comes from late Latin scalenus, but it gives бка入ךvós as the derivation of scalenohedron.

