To the Editor of the *Mathematical Gazette*

DEAR SIR,

I read the Gleaning No. 1904 in the last number of the *Mathematical Gazette* with some concern. As a mathematician and amateur sailor I can assure you that the Daily Herald is right provided the expression "much faster" is interpreted not too stringently.

Yours etc., H. HEILBRONN

ALAN ROBSON

PRESIDENT OF THE MATHEMATICAL ASSOCIATION, 1949.

The death of Alan Robson in 1956 deprived the Mathematical Association of services whose value only those who were in close contact with him can appreciate adequately since much of his work was done behind the scenes.

He served on most of the sub-committees which have been responsible for the major reports issued by the Association during the last thirty years, through which indeed the influence of the Association on teaching methods is largely exercised, and he took an active part in their composition and preparation:

Mechanics (1929); Arithmetic (1932); Algebra (1934); Geometry, second report, (1938); Trigonometry (1950), Calculus (1951), Algebra in Sixth forms (1957), and the succession of book-lists for School Libraries (1936, 1945, 1954).

Mention should also be made of an important meeting held in Cambridge in 1937 under Robson's chairmanship to discuss the extension to sixth form work of the reports of the Association which up to that time had hardly gone beyond the range of the School Certificate Syllabus. Plans were made but their execution was delayed by the War It should however be put on record that with a few others Robson prepared unofficially a draft report which formed the basis of the report on *Higher Geometry in Schools*, (1953). Robson did not serve on this sub-committee because he was fully occupied at that time with the preparation of the Calculus report as its editor but advantage was taken of his wisdom and experience by informal consultation when difficulties, inevitable in a pioneer report, arose in its preparation.

Robson's work for mathematical reform extended far beyond this committee work. He belonged to the first generation of school-masters who enjoyed the fruit of the renaissance of mathematics at Cambridge for which Hardy, Russell, Bromwich, Baker, Hobson and others were responsible. There are now few who can realise