Again this is a workmanlike pack of material but most teachers could produce a similar set of work given the time—there’s the rub! Useful for busy teachers wanting an easily reproducible set of worksheets on measurement.

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These are two books in a graded series for Secondary Schools. There are three sets of books, ‘G’, ‘C’ and ‘E’. The ‘G’ (general) books are aimed at pupils of average ability, the ‘C’ (core) books are designed for lower ability pupils who require more practice and the ‘E’ (extension) books for the more able pupils. As far as I can see only 1C and 1G have been reviewed in previous Gazettes.

My immediate impression of books 4C and 5G was that they were uninviting, orthodox and not particularly user friendly. Apart from the colourful covers no colour is used at all and this means that visually the books are not immediately interesting, indeed many pupils may find them dull. However it is clear that Mr Murray has paid close attention to the Cockcroft Report, as far as is possible in a book, and he has included opportunities for practical work, investigations and problem solving. An attempt has been made to make the questions relevant and related to real life situations. Mr Murray has clearly consulted the various GCSE syllabuses and his questions reflect the sort of questions which are being set in examinations. For this reason these are worthwhile books, although for my purposes I would need to see the extension books. The print in book 4C appears to be larger than that in 5G and the vocabulary used for both books appears to be suitable. The layout and presentation in both books are clear and both books contain numerous carefully graded questions but unfortunately little else. There are few worked examples, little explanation or theory and not much in the way of definitions and descriptions. These books are not for the individual learner and the overall impression that they give is that mathematics is all about working through pages of exercises. There are 26 chapters in 4C and 32 chapters in 5G which may be too many, especially as the fifth year is not a complete year. Teachers would need to be selective.

In my opinion I would not use these books as class textbooks, but then I have yet to see a series of books for GCSE that I would use, so I cannot recommend buying sets of these books. However several copies of each would be suitable as a source of problems covering basic topics. But are there to be any teachers’ books with answers?

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Logically, problem solving may be the end to which techniques and general rules—or better, concepts and skills—are the means, but for most students the subject is in danger of