

Judy warns the teacher not to let the system conquer and gives a "three-step procedure for analyzing any situation, a procedure that should help to sort out the variables and lead you toward successive approximations of the ideal." (p. 250)

Stephen Judy's book is not only thought provoking but leads a teacher into action.

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**R. Wigle, P. Dowling and
P. Jennings.
MATHEMATICAL
PURSUITS ONE.
Toronto:
Macmillan of Canada, 1973.
356 pp. \$6.95.**

For many years certain established texts were used in the high schools of each province. Then came the "new" mathematics and a plethora of texts with "modern" or "new" in the title and sometimes little else than a chapter on set theory to justify the title. Teachers can hardly be blamed if they look with a jaundiced eye on any new text book. Nevertheless, here is one which justifies its existence.

The authors tell us that this text is to be student-oriented, accompanying the student along the path of his own mathematical experience, speaking to him at his own level, encouraging innovation, and stimulating inquiry into different mathematical phenomena.

Let us consider first those chapters in which the aims of the authors are, in great part, realized. The first three sections of the opening chapter on coordinates and relations use the discovery approach and are excellent. "Angles and Polygons" (Chap. 3) continues the "learning by doing" approach. "Areas and Volumes" (Ch. 8) bids fair to use the student-oriented exploratory method even if it slips a little at the volume of a prism. "Similar Figures" fulfills the promise of the preface. There is a novel introduction of vectors via translations in Ch. 10, but examples from our everyday scienti-

fic environment are in short supply. "Presenting Data" is worthwhile with an excellent variety of examples and the section on the misuse of statistics is most commendable. The final chapter on "Probability" stimulates the student to draw his own conclusions through experiencing many thought-provoking examples.

On the minus side, the so-called review of fractions, decimals and percentage is nothing more than a test of the student's mastery of the basics of these topics and is an anomaly in a text of this type. The presentation of ratio and proportion reverts to the "definition-example-exercise" method which is not in character with the avowed aims of the text. Surds are not "explored," the writers seem to assume that a gentle hint and one example gives mastery of a concept in this area.

In conclusion, one should mention that answers to all exercises in a chapter are given at the end of the chapter. This is a commendable feature in a student-oriented text. Further, review exercises and answers are provided at the end of the book.

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**Miriam Freedman and
Teri Perl.
A SOURCEBOOK FOR
SUBSTITUTES AND
OTHER TEACHERS.
Don Mills:
Addison Wesley, 1974.
160 pp. \$6.00.**

It's dawn and the telephone is ringing. Suddenly we are in front of a new class. There are no lesson plans, or we can't find them. The class is getting noisy. This is the start of a day that often seems endlessly long and chaotic.

These lines from the preface describe a real situation for substitute teachers. For these tense moments which any substitute must face, the authors, Freedman and Perl (once substitutes themselves),