BOOK REVIEWS

BOOKS RECEIVED

ADAMSON: *English Education* 1789–1902, Cambridge University Press.

ATKINS: *From Utrecht to Waterloo*, Methuen.

BRETT: *An Introduction to English Studies*, Arnold.

BUCHANAN: *A Programmed Introduction to Linguistics* Heath.

DE PAREDES: *Audio Spanish Part I*, Cassell.

GARLICK: *News*, Longmans.

GENTLE: *Advanced English Practice*, Methuen.

GROVES & STRATTA: Tempo Books. No. 2. *The Big Drop*, Longmans

HANCOCK: *Advertising*, Longmans.

HERITAGE: *Learning Mathematics* Book One and Two (The Shropshire Mathematics Experiment), Penguin.

HOOPER, PETHICK & POMEROY: *Numasets* Book 1, Methuen.

HORNBY: *A Guide to Patterns and Usage in English*, Oxford University Press.

LEE: *Language Teaching Games and Contests*, Oxford University Press.

LITTLE: *Communication in Business*, Longmans.

MACCARTHY: *A Practice Book of English Speech*, Oxford University Press.

MCMANNERS & CRAWFORD *The Future of the Humanities in Australian Universities*, Melbourne

ROBSON: *English as a University Subject*, Cambridge University Press.

SWANN: *Simple Tests in English*, Methuen.

SYMONDS: *Let's Speak French*, Book 1 and 2. Oxford University Press.

VALDMAN: *Applied Linguistics: French*, Heath.

WHITTAKER: *Mathematics Through Discovery*. Books 1, 2 and 3 and Teacher's Book. Harrap.

American Poetry, Stratford-Upon-Avon Studies No. 7 Arnold.

Longmans Structural Readers, Stages 1, 2 and 3. Longmans.

My First Number Book; My Second Number Book, Longmans.

The appearance of titles in this list does not preclude their not being reviewed in future issues.

Simultaneous Equations *by Austwick*

Logarithms *by Hartley.*

Kinematics *by Unwin*

A Programmed German Grammar, Parts I and II *by Tyrer.*

The Waterloo Campaign *by Thornhill.*

THE House of Methuen are fast establishing themselves as the leaders in the field of programmed texts. Their Clearway Series are models of linear programming, and furthermore most of the authors of this series are doyens in the theory and practice of programmed learning. The name of Professor Kenneth Austwick needs no introduction to English readers — he can be said, without fear of contradiction, to be the pioneer of the technique in England. *Simultaneous Equations* is suitable for self-instruction in the first year of high school and concentrates on teaching the algebraic solution of simultaneous equations without diverging into graphical or other methods. The book is divided into eight sections, each one admirably brief but long enough to handle the topic thoroughly. Each section deals with some aspect of the solution of simultaneous equations — subtracting one equation, negative quantities, adding two equations, multiplying both equations and summary and revision. The use of colour in various frames to highlight the key sentence or as prompts should be examined carefully by tyro programmers.

Derek Unwin is Vice-Chairman of the Association for Programmed Learning and Conference Chairman of the National Programmed Learning Conference held at Loughborough in April 1966. Like Austwick, he is no new-comer to the art and science of programming. This is shown in this volume, which covers velocity and acceleration up to 0-level standard. It includes 330 frames, 8 graphs and 5 panels, with a total working time of from 5 to 10 hours. The two sections "Graphs" and "Problems" are applications of what has been learned in the first five sections.

The precise areas of learning that can be satisfactorily handled by programmed learning have been debated hotly by those familiar with the art as well as by the antis. Can a subject like history be programmed? Can only the factual part of history be programmed? What part do mere facts play, anyhow, in history teaching? Patrick Thornhill's *The Waterloo Campaign* is a partial answer to all these questions. It is an intriguing