

*In memoriam*

I was saddened by the announcement of the death of Dr G. A. Garreau in the October 1989 *Newsletter*. He was a member of the Association since 1936, and I first became aware of him nearly thirty years ago as a regular solver of the "Mathematical problem" in, what was then, the *A.M.A. Journal*. For a time he was responsible for the Problem Bureau. He invariably responded to the "Problem corner" with clearly argued, resourceful, beautifully presented, solutions.

G.T.Q.H.

**Correspondence**

DEAR EDITOR,

*A drive for information*

After I submitted the article "Constructing tournament designs" which appeared in the December 1989 edition of the *Gazette*, I came across a short article entitled "Bridge problem" by G. L. Watson in the 1954 *Gazette*. It is of interest that he constructs a number of whist (yes whist, not bridge) tournaments and he claims to be able to prove the existence of whist tournaments  $Wh(4n)$  for all  $n$ . No-one I have spoken to knows anything about this work of Watson's: I should love to hear from any reader who can shed light on it.

Yours sincerely,

IAN ANDERSON

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**Coursework in GCSE mathematics: a practical guide**, by G. Bujewicz, B. Greenwood, G. Ward and T. Ward. Pp 128. £3.95. 1989. ISBN 0-946183-49-X (Causeway Press)

This is a practical guide "designed to introduce pupils to the skills and techniques required for . . . GCSE coursework". The emphasis is upon *practical*. The book aims "to give support and guidance to students and to encourage them to be creative and original in developing coursework tasks". Ideas, examples and short exercises proliferate: much of the material can be developed further. The contents are divided into seven sections, which form a logical progression, though each section is capable of standing on its own.

Section A answers the question "what is coursework, and why do it?". Coursework is defined, and its advantages outlined. The benefits to the pupil of carrying out coursework tasks are emphasised. The pupil is encouraged to look for ideas at home and school, in Section B. Advice is given on starting the assignment, but reference to any possible mathematical content is avoided. The collection of data is covered in Section C, including the designing of a questionnaire and sampling methods. Section D looks at the representation of data: graphs, charts, chain diagrams, patterns, networks, flow charts and plans are covered. The final part of this section explains how charts can be misleading. Once the pupil has completed the task, Section E considers the analysis of the material accumulated. The pupil is told how to look for errors, how to explain and comment on results and how to arrive at a conclusion. Advice is given on how to conduct an experiment, the definition of an investigation is explained, and guidance is given on how to arrive at a formula (if appropriate). Section F is entitled "Putting it all together". Planning and carrying out an assignment are covered step-by-step. It concludes with guidance on writing up. The final section, G, contains examples of organising an event, an investigation, an experiment, a practical task, an everyday situation and a survey.