

## PUBLICATIONS

**“Are You Sure?” Learning about Proof**, edited by Doug French and Charlie Stripp, 2005. 3rd edition. 90 pp., £8.50 paper. ISBN 0-906-588-42-1. The Mathematical Association; 0116 221 0013; [www.m-a.org.uk](http://www.m-a.org.uk).

This book, first published in 1999, is a product of a ten-member subcommittee of the Teaching Committee of the Mathematical Association (Leicester, UK). In addition to explaining the idea of proof and the importance of proof in mathematical activity, it promotes greater inclusion of this relatively neglected aspect of the school mathematics curriculum for the value it provides for all students and especially for those continuing to higher education.

The book is a rich source of ideas for secondary school classroom teachers in the standard content areas of numbers, algebra, geometry, trigonometry, and calculus. The chapters are independent of each other and consist of examples, exercises, and questions. Each chapter has from three to ten sections, of varying levels of difficulty. Detailed commentaries on some of the examples are provided in a final section of the book.

In chapter 1, the explanation of the “why” of proof should be readily understood by middle and high school mathematics students. The book contains five types of proof (counterexample, deduction, exhaustion, contradiction, and induction) but does not go into techniques of proof construction, such as the forward-backward method, contraposition, or the process of asking abstract questions. The book does not provide any hint as to why these proof types are valid, such as truth tables. However, I agree with the editors’ choice of content, given the intended audience.

I heartily endorse increasing the amount of proof and mathematical reason-

ing in the school mathematics curriculum. Books on this topic at this level are rare. I enthusiastically recommend this one.

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**Building Our Understanding of Lesson Study**, 2005. iii + 170 pp., \$28.95 paper. Research for Better Schools; [www.rbs.org/catalog/pubs/pd60.php](http://www.rbs.org/catalog/pubs/pd60.php).

The purpose of this book is to define lesson study and bring awareness and understanding of the process of lesson study to teachers, principals, and other educational stakeholders.

This book has many strengths. It is easy to read and includes graphs, tables, figures, and pictures that are helpful and interesting. It offers suggestions for novice and experienced teachers about how to incorporate lesson study and gives a detailed explanation of implementing and sustaining lesson study. A Lesson Study Process checklist summarizes the method. Sidebars, called “Building Our Understanding,” provide the perspectives of experienced practitioners.

I recommend this book to anyone interested in incorporating the lesson study model. Lesson Study is a hot topic in the education arena, especially in mathematics, and the book will provide the necessary support for consideration as well as implementation. Recently, teachers have been encouraged to work collaboratively, participate in shared leadership activities, and continue to improve students’ learning and thinking through research-based pedagogies. Lesson Study is a process of long-term, teacher-led professional learning, as stated in the book (page 23) and will help educational practitioners with these goals.

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