Letters were also sent by Dr E. J. F. Primrose, of the University of Leicester, and Mr F. J. Budden, of the Royal Grammar School, Newcastle upon Tyne. Dr Primrose adds the following information: "In his book *Combinatorial theory*, Marshall Hall gives all block designs with $n \leqslant 15$ (his notation is different), so this includes the next four, with $r = 25, 28, 37, 40$. The case $r = 40$ is interesting: contrary to what you say in your final paragraph, this is a finite geometry. The 40 riders correspond to points of the three-dimensional projective geometry over GF(3), and the heats correspond to the 130 lines of the geometry."

University interviews

DEAR EDITOR,

Mr Haworth's letter in the June *Gazette*, about interviews for university places, raises the important question of the effect of the interview on the candidate. The style of interviews varies so much that many candidates, in my experience, are 'on edge' more because of uncertainty about the form that the interview will take than because of doubts about their specialist knowledge. This can hardly be to anyone's advantage.

May I suggest that universities could try to explain in their letter to the candidate how the interview will be conducted? More than this, could they say whom the candidate will meet, who will interview him, and what academic or other interests the interviewers have? Pupils often return to school not knowing to whom they spoke (in their nervousness they may have failed to 'catch' the names, or they may have met several people at the same time) and having been unsure how to frame a response to some questions, not knowing the questioner's speciality.

Yours sincerely,

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Reviews

What is modern mathematics? Pp 39. 70p. 1976. Obtainable (post free) from Yorkshire and Humberside Council for Further Education, Bowling Green Terrace, Leeds LS11 9SX.

This booklet has been written by a working party of the Yorkshire and Humberside Council for Further Education for the use of F.E. colleagues, especially those who use mathematics in teaching technical subjects to craft and technician students. It starts by listing the various factors which have influenced changes in school mathematics in the past fifteen years, and then describing the major projects, making extensive use of the Mathematical Association's report on *Mathematics projects in British secondary schools*. The Joint Matriculation Board's O level Syllabus C is commended, but there is no mention of the similar modern or compromise syllabuses provided by the other GCE boards, or of the CSE syllabuses which many F.E. students will have followed.

The section on the growth of teaching of modern mathematics in schools is based on two reports dealing with the state of affairs in 1971 and 1973–4; it would be interesting to have some more recent information.