

Zeitschrift: L'Enseignement Mathématique
Herausgeber: Commission Internationale de l'Enseignement Mathématique
Band: 32 (1933)
Heft: 1: L'ENSEIGNEMENT MATHÉMATIQUE

Kapitel: V. – DUTES AND RESPONSIBILITIES.

Nutzungsbedingungen

Die ETH-Bibliothek ist die Anbieterin der digitalisierten Zeitschriften auf E-Periodica. Sie besitzt keine Urheberrechte an den Zeitschriften und ist nicht verantwortlich für deren Inhalte. Die Rechte liegen in der Regel bei den Herausgebern beziehungsweise den externen Rechteinhabern. Das Veröffentlichen von Bildern in Print- und Online-Publikationen sowie auf Social Media-Kanälen oder Webseiten ist nur mit vorheriger Genehmigung der Rechteinhaber erlaubt. [Mehr erfahren](#)

Conditions d'utilisation

L'ETH Library est le fournisseur des revues numérisées. Elle ne détient aucun droit d'auteur sur les revues et n'est pas responsable de leur contenu. En règle générale, les droits sont détenus par les éditeurs ou les détenteurs de droits externes. La reproduction d'images dans des publications imprimées ou en ligne ainsi que sur des canaux de médias sociaux ou des sites web n'est autorisée qu'avec l'accord préalable des détenteurs des droits. [En savoir plus](#)

Terms of use

The ETH Library is the provider of the digitised journals. It does not own any copyrights to the journals and is not responsible for their content. The rights usually lie with the publishers or the external rights holders. Publishing images in print and online publications, as well as on social media channels or websites, is only permitted with the prior consent of the rights holders. [Find out more](#)

Download PDF: 09.08.2025

ETH-Bibliothek Zürich, E-Periodica, <https://www.e-periodica.ch>

branches all over the country, and with a periodical (see § VI below), which help in this direction.

Arrangements may be made by which a teacher may pay an observation visit to other schools where the subject is unusually well organised or taught.

It is quite common for teachers to produce text-books on the subject, for teaching purposes. It is unusual for them to occupy themselves in research or to contribute to any great extent to the sum total of knowledge of the subject. Nor is it common for teachers in Secondary schools to advance to University posts. One or two well-known mathematicians, however, have spent some part of their career in school teaching, as, for example, F. S. Macaulay and W. P. Milne.

V. — DUTIES AND RESPONSIBILITIES.

A teacher whose main subject is Mathematics may spend part of his time in teaching any other subjects. If he is not fully occupied with his own subject he most commonly helps with the Physics.

Mechanics of an elementary kind may be taught either by teachers of Science as an experimental subject in the early part of the Science course or, from the age of sixteen to eighteen, as a branch of Mathematics by the Mathematical teachers.

A preliminary course in descriptive geometry usually precedes the deductive course. It is taken by the same teacher and does not, as a rule, amount to a great deal.

The chief Mathematical teacher in any school is responsible for formulation of programmes of study and for co-operating with the heads of the Science and other departments. Such programmes, etc. will be always subject to the approval of the Head Master or Mistress.

Teachers of Secondary schools are not required by law to have any qualifications, though they are in most cases graduates and are recruited by the methods already indicated.

The great majority of teachers are paid salaries in accordance with the Burnham Scale, and are eligible for the Government pension.

VI. — BIBLIOGRAPHY.

Of the very few books dealing with the teaching of Mathematics, or of particular branches of Mathematics, at the stage with which this report is concerned, the best known are: