

# V. – DUTTES AND RESPONSIBILITIES.

Objekttyp: **Chapter**

Zeitschrift: **L'Enseignement Mathématique**

Band (Jahr): **32 (1933)**

Heft 1: **L'ENSEIGNEMENT MATHÉMATIQUE**

PDF erstellt am: **24.09.2024**

## **Nutzungsbedingungen**

Die ETH-Bibliothek ist Anbieterin der digitalisierten Zeitschriften. Sie besitzt keine Urheberrechte an den Inhalten der Zeitschriften. Die Rechte liegen in der Regel bei den Herausgebern. Die auf der Plattform e-periodica veröffentlichten Dokumente stehen für nicht-kommerzielle Zwecke in Lehre und Forschung sowie für die private Nutzung frei zur Verfügung. Einzelne Dateien oder Ausdrucke aus diesem Angebot können zusammen mit diesen Nutzungsbedingungen und den korrekten Herkunftsbezeichnungen weitergegeben werden. Das Veröffentlichen von Bildern in Print- und Online-Publikationen ist nur mit vorheriger Genehmigung der Rechteinhaber erlaubt. Die systematische Speicherung von Teilen des elektronischen Angebots auf anderen Servern bedarf ebenfalls des schriftlichen Einverständnisses der Rechteinhaber.

## **Haftungsausschluss**

Alle Angaben erfolgen ohne Gewähr für Vollständigkeit oder Richtigkeit. Es wird keine Haftung übernommen für Schäden durch die Verwendung von Informationen aus diesem Online-Angebot oder durch das Fehlen von Informationen. Dies gilt auch für Inhalte Dritter, die über dieses Angebot zugänglich sind.

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: