

11. DO AND DO NOT REPEAT

Objektyp: **Chapter**

Zeitschrift: **L'Enseignement Mathématique**

Band (Jahr): **16 (1970)**

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.

lected his wits and caught on to the trick that was played on him, it makes an undesirable separation between the statement of the theorem and its official label.)

This is not to say that the theorem is to appear with no introductory comments, preliminary definitions, and helpful motivations. All that comes first; the statement comes next; and the proof comes last. The statement of the theorem should consist of one sentence whenever possible: a simple implication, or, assuming that some universal hypotheses were stated before and are still in force, a simple declaration. Leave the chit-chat out: “Without loss of generality we may assume ...” and “Moreover it follows from Theorem 1 that ...” do not belong in the statement of a theorem.

Ideally the statement of a theorem is not only one sentence, but a short one at that. Theorems whose statement fills almost a whole page (or more!) are hard to absorb, harder than they should be; they indicate that the author did not think the material through and did not organize it as he should have done. A list of eight hypotheses (even if carefully so labelled) and a list of six conclusions do not a theorem make; they are a badly expounded theory. Are all the hypotheses needed for each conclusion? If the answer is no, the badness of the statement is evident; if the answer is yes, then the hypotheses probably describe a general concept that deserves to be isolated, named, and studied.

11. DO AND DO NOT REPEAT

One important rule of good mathematical style calls for repetition and another calls for its avoidance.

By repetition in the first sense I do not mean the saying of the same thing several times in different words. What I do mean, in the exposition of a precise subject such as mathematics, is the word-for-word repetition of a phrase, or even many phrases, with the purpose of emphasizing a slight change in a neighboring phrase. If you have defined something, or stated something, or proved something in Chapter 1, and if in Chapter 2 you want to treat a parallel theory or a more general one, it is a big help to the reader if you use the same words in the same order for as long as possible, and then, with a proper roll of drums, emphasize the difference. The roll of drums is important. It is not enough to list six adjectives in one definition, and re-list five of them, with a diminished sixth, in the second. That's the thing to do, but what helps is to say, in addition: “Note that the

first five conditions in the definitions of p and q are the same; what makes them different is the weakening of the sixth.”

Often in order to be able to make such an emphasis in Chapter 2 you'll have to go back to Chapter 1 and rewrite what you thought you had already written well enough, but this time so that its parallelism with the relevant part of Chapter 2 is brought out by the repetition device. This is another illustration of why the spiral plan of writing is unavoidable, and it is another aspect of what I call the organization of the material.

The preceding paragraphs describe an important kind of mathematical repetition, the good kind; there are two other kinds, which are bad.

One sense in which repetition is frequently regarded as a device of good teaching is that the oftener you say the same thing, in exactly the same words, or else with slight differences each time, the more likely you are to drive the point home. I disagree. The second time you say something, even the vaguest reader will dimly recall that there was a first time, and he'll wonder if what he is now learning is exactly the same as what he should have learned before, or just similar but different. (If you tell him “I am now saying *exactly* what I first said on p. 3”, that helps.) Even the dimmest such wonder is bad. Anything is bad that unnecessarily frightens, irrelevantly amuses, or in any other way distracts. (Unintended double meanings are the woe of many an author's life.) Besides, good organization, and, in particular, the spiral plan of organization discussed before is a substitute for repetition, a substitute that works much better.

Another sense in which repetition is bad is summed up in the short and only partially inaccurate precept: never repeat a proof. If several steps in the proof of Theorem 2 bear a very close resemblance to parts of the proof of Theorem 1, that's a signal that something may be less than completely understood. Other symptoms of the same disease are: “by the same technique (or method, or device, or trick) as in the proof of Theorem 1 ...”, or, brutally, “see the proof of Theorem 1”. When that happens the chances are very good that there is a lemma that is worth finding, formulating, and proving, a lemma from which both Theorem 1 and Theorem 2 are more easily and more clearly deduced.

12. THE EDITORIAL WE IS NOT ALL BAD

One aspect of expository style that frequently bothers beginning authors is the use of the editorial “we”, as opposed to the singular “I”, or the neutral