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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:

- B. BRANFORD. *A Study of Mathematical Education*, xii, 432; 1921.
- C. V. DURELL. *The Teaching of Elementary Algebra*, viii, 136; 1931.
- C. GODFREY and A. W. SIDDONS. *The Teaching of Elementary Mathematics*, xii, 332; 1931.
- T. P. NUNN. *The Teaching of Algebra (including Trigonometry)*, xvi, 616; 1914. (A running commentary on two volumes of *Exercises in Algebra (including Trigonometry)* compiled by the same author.)
- F. W. WESTAWAY. *Craftsmanship in the Teaching of Elementary Mathematics*, xvi, 666; 1931.

At meetings of the British Association for the Advancement of Science, discussions were opened by J. Perry on the Teaching of Mathematics (1901) and the Teaching of Elementary Mechanics (1905); the verbatim reports of these discussions are still of interest.

The Mathematical Association, a society devoted to the improvement of the teaching of Mathematics in schools, issues from time to time special reports drawn up by committees which often include inspectors and university teachers in addition to school teachers. The longest of these reports hitherto published are:

The Teaching of Geometry in Schools, iv, 74; 1923 (3rd ed. 1929)

The Teaching of Mechanics in Schools, 84; 1930.

The Teaching of Arithmetic in Schools, 82; 1932.

The Mathematical Association publishes also *The Mathematical Gazette* (Editor: T. A. A. Broadbent, 2 Buxton Avenue, Reading), which includes articles of interest to school teachers, and reviews not only of school and university text-books but also of the most advanced mathematical treatises, foreign as well as native; five numbers compose an annual volume of about 400 pages. This is the only periodical designed for the mathematical teacher, but relevant articles and reviews appear occasionally in two weeklies, *Nature* and *The Times Educational Supplement*. The contact with Physics brings Mechanics on the experimental side into *The School Science Review*, the journal of the Science Masters' Association.

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