



## Rewriting the History of School Mathematics in North America 1607-1861 : The Central Role of Cyphering Books

By Nerida Ellerton

Springer-Verlag Gmbh Jan 2012, 2012. Buch. Condition: Neu. Neuware - Two centuries ago, American teachers did not stand at the front of the room and teach, and most students even those studying mathematics did not own a mathematics textbook. Written examinations of any kind were not used. Most teachers of mathematics did not have formal qualifications in mathematics. The modern educator might well ask: If all of that is true, then how were teachers expected to teach and how were students expected to learn mathematics In this book Nerida Ellerton and Ken Clements argue that before 1840 mathematics was taught in North America via a cyphering approach that had been translated from Western Europe to the new settlements. This approach was based on a tradition that had endured since the thirteenth century, and depended heavily on students carefully writing their mathematics in cyphering books. After 1840, schools gradually adopted more teacher-centered whole-class pedagogies for mathematics instruction, and by the beginning of the Civil War, in 1861, the transformation was complete. In his Foreword to this book, Jeremy Kilpatrick states: Ellerton and Clements show that the cyphering approach to learning mathematics has both an extensive history and a complex rationale. In...



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