

**The educational  
significance of sixteenth  
century arithmetic  
from the point of view  
of the present time**

**Lambert Lincoln Jackson**

# Educational Significance Of Sixteenth Century Arithmetic From The Point Of View Of The Present Time

**Fulvia Furinghetti, Alexander Karp**



## **Educational Significance Of Sixteenth Century Arithmetic From The Point Of View Of The Present Time:**

The educational significance of sixteenth century arithmetic from the point of view of the present time Lambert Lincoln Jackson,1906     *The Educational Significance of Sixteenth Century Arithmetic From the Point of View of the Present Time* Lambert Lincoln Jackson,2015-06-24 The Educational Significance of Sixteenth Century Arithmetic From the Point of View of the Present Time is a history text written by Dr Lambert Lincoln Jackson The work is an examination of the early teaching of arithmetic in the United States Jackson s book is about the impact of sixteenth century teaching methods and how they influenced later understandings and approaches to the pedagogy of arithmetic This is an academic text presented as a dissertation by the author The work is divided into two parts part one presenting the results of Jackson s research into historical teaching methods of arithmetic and part two using these findings to examine the impact of sixteenth century teaching methods on the teaching of arithmetic in the late 1800s and early 1900s As with any academic text a detailed bibliography is presented to accompany the work The Educational Significance of Sixteenth Century Arithmetic is a thoroughly researched examination of its topic Jackson acknowledges in the preface that little work had been done on the history of sixteenth century arithmetic teaching methods and so this dissertation thus serves a dual purpose not only to create a detailed history but also to analyze its implications Jackson is a skilled academic with a mind for critical thinking Students and scholars of educational history will surely find The Educational Significance of Six Sixteenth Century Arithmetic From the Point of View of the Present Time to be a fascinating read Jackson created the first detailed history of the subject matter and it is one that remains relevant to this day While this work may not be ideal for light reading it is certainly an important piece of research About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books Find more at [www.forgottenbooks.com](http://www.forgottenbooks.com) This book is a reproduction of an important historical work Forgotten Books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing imperfections present in the aged copy In rare cases an imperfection in the original such as a blemish or missing page may be replicated in our edition We do however repair the vast majority of imperfections successfully any imperfections that remain are intentionally left to preserve the state of such historical works     The Educational Significance of Sixteenth Century Arithmetic Lambert Lincoln Jackson,1972     The Educational Significance of Sixteenth Century Arithmetic From the Point of View of the Present Time (Classic Reprint) Lambert Lincoln Jackson,2017-12-23 The Educational Significance of Sixteenth Century Arithmetic From the Point of View of the Present Time is a history text written by Dr Lambert Lincoln Jackson The work is an examination of the early teaching of arithmetic in the United States Jackson s book is about the impact of sixteenth century teaching methods and how they influenced later understandings and approaches to the pedagogy of arithmetic This is an academic text presented as a dissertation by the author The work is divided into two parts part one presenting the results of Jackson s research into historical teaching methods of arithmetic and part two using these findings

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The Educational Significance of Sixteenth Century Arithmetic Lambert Jackson, 2015-05-26 A history of arithmetic from 1478 to 1600 The result of a research into the subject matter and teaching of arithmetic in the fifteenth and sixteenth centuries and an exposition of the bearing of the arithmetic of that period upon the present teaching of the subject Teachers College Bulletin 1910 From the PREFACE Although there is much material on the history of sixteenth century arithmetic comparatively little has been written on the teaching of the subject at that time and less upon the educational significance of that teaching from the point of view of the present This dissertation is the result of a research into the arithmetic of the fifteenth and sixteenth centuries for the purpose of showing its bearing upon the present teaching of the subject The exact period chosen is that from 1478 the date of the first printed arithmetic to 1600 because between these dates arithmetic took on the form which it retained for three centuries besides setting forth for the first time its educational functions So little was written at that time on the educational values of studies that it is necessary to examine with unusual care the treatises and text books on arithmetic in order to determine the principles and aims which guided their authors in creating them No general history of mathematics can be of use in a research of this kind unless it contains extensive extracts from the original sources and there is only one such work namely that of Cantor 1 But if one were to depend upon Cantor for a treatment of sixteenth century arithmetic he would obtain an exhaustive knowledge of the leading writers only whereas the great mass of minor works is necessary to supply a large portion of the data needed to determine the educational significance of the subject No one has expressed more clearly than De Morgan the relative value of major and minor works for the purpose of interpreting history Unfortunately history

must of necessity be written mostly upon those works Which by being in advance of their age have therefore become well known It ought to be otherwise but it cannot be without better preservation and classification of the minor works which people actually use and from which the great mass of those who study take their habits and opinions or until the historian has at his command a readier access to second and third rate works in large numbers so that he may write upon the effects as well as the causes Other general histories of mathematics like those of Kastner Suter Hankel G nther 4 and Gerhardt8 contain very brief expositions of the arithmetic of the Renaissance and all having been written before Cantor s work furnish little if anything of importance not covered by him      Summary of Educational Investigations Relating to Arithmetic Guy

Thomas Buswell, Charles Hubbard Judd, 1925      *Transactions of the American Institute of Electrical Engineers* , 1906

Electrical Engineering , 1906 Vols for 1887 1946 include the preprint pages of the institute s Transactions      **Handbook on the History of Mathematics Education** Alexander Karp, Gert Schubring, 2014-01-25 This is the first comprehensive International Handbook on the History of Mathematics Education covering a wide spectrum of epochs and civilizations countries and cultures Until now much of the research into the rich and varied history of mathematics education has remained inaccessible to the vast majority of scholars not least because it has been written in the language and for readers of an individual country And yet a historical overview however brief has become an indispensable element of nearly every dissertation and scholarly article This handbook provides for the first time a comprehensive and systematic aid for researchers around the world in finding the information they need about historical developments in mathematics education not only in their own countries but globally as well Although written primarily for mathematics educators this handbook will also be of interest to researchers of the history of education in general as well as specialists in cultural and even social history      **Education Outlook** , 1913      History and Epistemology in Mathematics Education Évelyne Barbin, Michael N. Fried, Marta Menghini, Francesco Saverio Tortoriello, 2025-06-12 This book explores the evolving relationship between the history and epistemology of mathematics and mathematics education over the past fifty years Beginning with the international movement that emerged in the 1970s it celebrates the enduring and expanding role of historical and epistemological perspectives in shaping teaching practices Organized into seven thematic sections the volume examines core issues such as how historical and epistemological insights enhance understanding of mathematical concepts interdisciplinarity as a tool for teaching and innovative approaches to teacher training It also delves into the use of historical problems ancient texts and textbooks as teaching resources alongside an analysis of the social and political dimensions of mathematics education Special attention is given to the impact of the modern mathematics reform and its legacy in rekindling interest in the history of mathematics in education Featuring contributions from diverse geographical and historical contexts this book is an essential resource for teachers researchers and anyone passionate about the rich interplay of history epistemology and mathematics      **How Math Works** G. Arnell Williams, 2013-04-04 We hear all the time how

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**Leaders in Mathematics Education: Experience and Vision** Alexander Karp, David Lindsay Roberts, 2014-09-11 This book consists of interviews with the most important mathematics educators of our time These interviews were originally published in the International Journal for the History of Mathematics Education and are now being offered to a wider readership for the first time collected in a single volume Among the individuals interviewed are scholars from Brazil France Germany Russia the United Kingdom and the United States who have made a significant impact on the development of mathematics education in their countries and internationally The interviews cover their biographies including their memories of their own studies in mathematics and their intellectual formation their experience as researchers and teachers and their visions of the history and future development of mathematics education The book will be of interest to anyone involved in research in mathematics education and anyone interested in the history of mathematics education

**Researching the History of Mathematics Education** Fulvia Furinghetti, Alexander Karp, 2017-12-04 This book offers insights into the history of mathematics education covering both the current state of the art of research and the methodology of the field History of mathematics education is treated in the book as a part of social history This book grew out of the presentations delivered at the International Congress on Mathematics Education in Hamburg Modern development and growing internationalization of mathematics education made it clear that many urgent questions benefit from a historical approach The chapters present viewpoints from the following countries Belgium Brazil Cambodia China Cyprus Germany Iceland Italy the Netherlands Russia Spain and Sweden Each chapter represents significant directions of historical studies The book is a valuable source for every historian of mathematics education and those interested in mathematics education and its development

Advances In The History Of Mathematics Education Alexander Karp, 2022-06-20 This book is a

collection of scholarly studies in the history of mathematics education very abbreviated versions of which were presented at the ICMI Congress in 2021 The book discusses issues in education in Brazil and Belgium in Poland and Spain in Russia and the United States Probably the main factor that unifies the chapters of the book is their attention to key moments in the formation of the field of mathematics education Topics discussed in the book include the formation and development of mathematics education for women the role of the research mathematician in the formation of standards for writing textbooks the formation of curricula and the most active figures in this formation during the New Math period the formation of certain distinctive features of curricula in Poland the formation of the views of David Eugene Smith and the influence of European mathematics education on him the formation of the American mathematics community and the creation of such forms of student assessment as entrance exams to higher educational institutions The book is of interest not only to historians of mathematics education but also to wide segments of specialists in other areas of mathematics education

History of Mathematics Teaching and Learning Alexander Karp, Fulvia Furinghetti, 2016-07-26 This work examines the main directions of research conducted on the history of mathematics education It devotes substantial attention to research methodologies and the connections between this field and other scholarly fields The results of a survey about academic literature on this subject are accompanied by a discussion of what has yet to be done and problems that remain unsolved The main topics you will find in ICME 13 Topical Survey include Discussions of methodological issues in the history of mathematics education and of the relation between this field and other scholarly fields The history of the formation and transformation of curricula and textbooks as a reflection of trends in social economic cultural and scientific technological development The influence of politics ideology and economics on the development of mathematics education from a historical perspective The history of the preeminent mathematics education organizations and the work of leading figures in mathematics education Mathematics education practices and tools and the preparation of mathematics teachers from a historical perspective

**Teachers College Bulletin**, 1917      **The History of Arithmetic** Louis Charles Karpinski, 1925      Educational Review Nicholas Murray Butler, Frank Pierrepont Graves, 1907 Vols 19 34 include Bibliography of education for 1899 1906 compiled by James I Wyer and others

**Fourth International Handbook of Mathematics Education** M.A. (Ken) Clements, Berinderjeet Kaur, Thomas Lowrie, Vilma Mesa, Johan Prytz, 2024-11-19 This fourth international handbook discusses developments not recognized or dealt with fully in the first three Springer Mathematics Education handbooks and tackles controversial issues in the field After starting with a provocative introductory chapter which asks whether controversy is a healthy feature of international mathematics education the four following sections cover a mathematics education in Asia b the roles of theory in research and practice c equity and social justice and d curriculum and change These themes are taken up in 28 chapters by 60 authoritative authors from all continents Each of the four sections is structured on the basis of past present and future aspects Like the first three mathematics education handbooks this handbook provides a very valuable resource for teachers

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