

A History of Elementary Mathematics: Hints on Methods of Teaching (Classic Reprint)

By Florian Cajori



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The education of the child must accord both in mode and arrangement with the education of mankind as considered historically; or, in other words, the genesis of knowledge in the individual must follow the same course as the genesis of knowledge in the race. To M. Comte we believe society owes the enunciation of this doctrine a doctrine which we may accept without committing ourselves to his theory of the genesis of knowledge, either in its causes or its order. If this principle, held also by Pestalozzi and Proebel, be correct, then it would seem as if the knowledge of the history of a science must be an effectual aid in teaching that science. Be this doctrine true or false, certainly the experience of many instructors establishes the importance of mathematical history in teaching. With the hope of being of some assistance to my fellow-teachers, I have prepared this book and have interlined my narrative with occasional remarks and suggestions on methods of teaching. No doubt, the thoughtful reader will draw many useful

Herbert Spencer, Education: Intellectual, Moral, and Physical. New York, 1894, p. 122. See also E. H. Quick, Educational Reformers, 1879, p. 191. See G. Heppel, The Use of History in Teaching Mathematics, Nature, Vol. 48, 1893, pp. 16-18.

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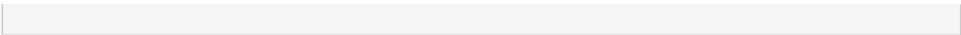
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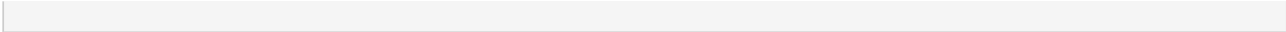
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