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Andrew B Perry* (perryand@yahoo.com), Andrew B. Perry, Springfield College- MPCS, 263 Alden St., Springfield, MA 01106. *The Advent Of Sound Pedagogy In Early Nineteenth Century Elementary American Textbooks.*

This presentation examines some of the first elementary mathematics textbooks printed in the United States which aimed toward a general conceptual understanding of mathematics, as opposed to blind memorization of disconnected rules and techniques. A major transition in this regard occurred in the first half of the nineteenth century. In this paper we consider the extent to which popular textbooks used in the United States between the American Revolutionary and Civil Wars were or were not oriented towards teaching for genuine comprehension.

We examine some of the textbooks most widely studied in the United States during the period. Authors considered are Nathan Daboll, Daniel Adams, John Bonnycastle, Thomas Simpson, Jeremiah Day, Nicholas Pike, and Stephen Dilworth. In order to estimate the extent to which books were used, we consider first and foremost the number of editions published based on Karpinski's Bibliography of American Mathematical Publications. In addition, Florian Cajori's book "The Teaching and History of Mathematics in the United States", Nietz's book "Old Textbooks", and Horace Mann's report on textbooks used in Massachusetts in 1840 were consulted. (Received September 20, 2007)