

Geometry Ray C Jurgensen

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The Classification of Quadrilaterals
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in the spatial reformation michael j sauter offers a sweeping history of the way europeans conceived of three dimensional space including the relationship between earth and the heavens between 1350 and 1850 he argues that this spatial reformation provoked a reorganization of knowledge in the west that was arguably as important as the religious reformation notably it had its own sacred text which proved as central and was as ubiquitously embraced euclid s elements aside from the bible no other work was so frequently reproduced in the early modern era according to sauter its penetration and suffusion throughout european thought and experience call for a deliberate reconsideration not only of what constitutes the intellectual foundation of the early modern era but also of its temporal range the spatial reformation contends that space is a human construct that is it is a concept that arises from the human imagination and gets expressed physically in texts and material objects sauter begins his examination by demonstrating how euclidean geometry when it was applied fully to the cosmos estranged god from man enabling the breakthrough to heliocentrism and by extension the discovery of the new world subsequent chapters provide detailed analyses of the construction of celestial and terrestrial globes albrecht dürer s engraving melencolia the secularization of the natural history of the earth and man and hobbes s rejection of euclid s sense of space and its effect on his political theory sauter s exploration culminates in the formation of a new anthropology in the eighteenth century that situated humanity in reference to spaces and places that human eyes had not actually seen the spatial reformation illustrates how these disparate advancements can be viewed as resulting expressly from early modernity s embrace of euclidean geometry

this monograph reports on an analysis of a small part of the mathematics curriculum the definitions given to quadrilaterals this kind of research which we call micro curricular analysis is often undertaken by those who create curriculum but it is not usually done systematically and it is rarely published many terms in mathematics education can be found to have different definitions in mathematics books among these are natural number parallel lines and congruent triangles trapezoid and isosceles trapezoid the formal definitions of the trigonometric functions and absolute value and implicit definitions of the arithmetic operations addition subtraction multiplication and division yet many teachers and students do not realize there is a choice of definitions for mathematical terms and even those who realize there is a choice may not know who decides which definition of any mathematical term is better and under what criteria finally rarely are the mathematical implications of various choices discussed as a result many students misuse and otherwise do not understand the role of definition in mathematics we have chosen in this monograph to examine a bit of mathematics for its definitions the quadrilaterals we do so because there is some disagreement in the definitions and consequently in the ways in which quadrilaterals are classified and relate to each other the issues underlying these differences have engaged students teachers mathematics educators and mathematicians there have been several articles and a number of essays on the definitions and classification of quadrilaterals but primarily we chose this specific area of definition in mathematics because it demonstrates how broad mathematical issues revolving around definitions become reflected in curricular materials while we were undertaking this research we found that the area of quadrilaterals supplied grist for broader and richer discussions than we had first anticipated the intended audience includes curriculum developers researchers teachers teacher trainers and anyone interested in language and its use

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