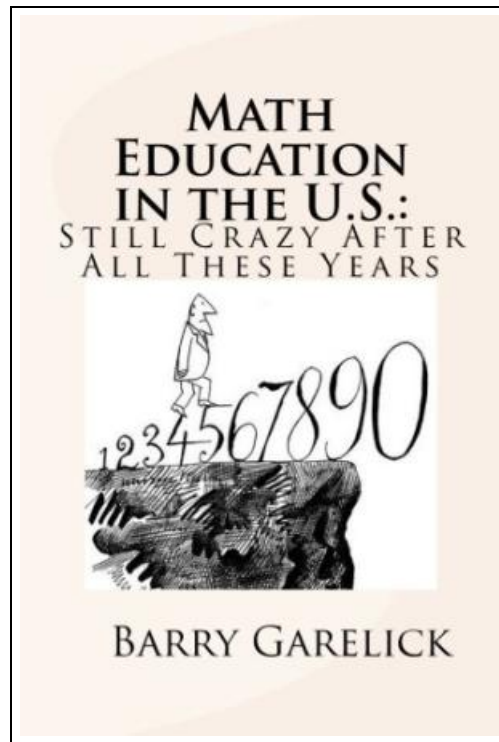


## Math Education in the U.S.: Still Crazy After All These Years (Paperback)



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### **Reviews**

*It is one of the most popular books. I am quite late in starting to read this one, but better than never. Once you begin to read the book, it is extremely difficult to leave it before concluding.*

*(Camylle Larson)*

## MATH EDUCATION IN THE U.S.: STILL CRAZY AFTER ALL THESE YEARS (PAPERBACK)



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Createspace Independent Publishing Platform, 2016. Paperback. Condition: New. Language: English . Brand New Book \*\*\*\*\* Print on Demand \*\*\*\*\*. Hell hath no fury like a mathematician whose child has been scorned by an education system that refuses to know better, Barry Garelick wrote in his first published article on math education in 2005. He has been at it ever since, and his focus has remained the same: why many of today's practices for teaching math are ineffective and often destructive. This collection brings together some of his best articles on math education over the past ten years. Garelick states: In writing these articles, I often feel that I am explaining in detail why jumping out of an airplane without a parachute will result in death. And while I am heartened that my readers have found these articles useful, I am also disheartened when I hear the education establishment react with arguments that are tantamount to Oh but if you jump out of an airplane the right way, you can survive. Nevertheless there is a growing momentum in the U.S. against the well-intentioned but highly injurious nonsense that passes for math education. This collection of articles will assure those people who are convinced that it is being taught poorly that they are right. Reviews: Barry Garelick is an invaluable source of clear-eyed analysis in a world of math education that is so often given over to fads, agendas, and assorted foolishness. Garelick approaches math instruction, curriculum, and reform with a studious expertise and a wry skepticism that is all too rare. His book will be a welcome resource for parents and teachers frustrated with math education and seeking hard-headed advice on what ought to be done differently. Frederick Hess, Director of Education Policy Studies at American Enterprise Institute A teacher,...



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