

**ZMATH 2015c.00019**

**Ackerberg-Hastings, Amy**

**Protractors as objects of American school geometry teaching.**

Int. J. Hist. Math. Educ. 9, No. 2, 1-14 (2014).

Summary: This paper traces the introduction of the protractor into the teaching of geometry in schools in the United States. After the instrument was established in classrooms at the end of the 19th century, chiefly as one response to the growth of public primary and secondary schools and in connection with the American educational reform movements of 1893 and 1923, the role assigned to the protractor continued unchanged and unquestioned for over a century. Its persistence in school classrooms highlights several themes in the history of American mathematics education.

*Classification:* A30 U60 G10

*Keywords:* geometry; protractors; mathematical instruments; educational reforms; geometry teaching