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Reissued in the Cambridge Mathematical Library this classic book outlines the theory of thermodynamic formalism which was developed to describe the properties of certain physical systems consisting of a large number of subunits. It is aimed at mathematicians interested in ergodic theory, topological dynamics, constructive quantum field theory, the study of certain differentiable dynamical systems, notably Anosov diffeomorphisms and flows. It is also of interest to theoretical physicists concerned with the conceptual basis of equilibrium statistical mechanics. The level of the presentation is generally advanced, the objective being to provide an efficient research tool and a text for use in graduate teaching. Background material on mathematics has been collected in appendices to help the reader. Extra material is given in the form of updates of problems that were open at the original time of writing and as a new preface specially written for this new edition by the author.

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An Invitation to Critical Mathematics Education deals with a range of crucial topics. Among these are students' foreground, landscapes of investigation, and mathematics in action. The book is intended for a broad audience: educators, students, teachers, policy makers, anybody interested in the further development of mathematics education. The book discusses concerns and preoccupation. This way it provides an invitation into critical mathematics education.

Traces the development of mathematics from its beginnings in Babylonia and ancient Egypt to the work of Riemann and Godel in modern times

Opening another drawer in his Cabinet of Curiosities, renowned mathematics professor Ian Stewart presents a new medley of games, paradoxes, and riddles in Professor Stewart's Hoard of Mathematical Treasures. With wit and aplomb, Stewart mingles casual puzzles with grander forays into ancient and modern mathematical thought. Amongst a host of arcane and astonishing facts about every kind of number from irrational and imaginary to complex and cuneiform, we learn: – How to organize chaos – How matter balances anti-matter – How to turn a sphere inside out (without creasing it) – How to calculate pi by observing the stars – ...and why you can't comb a hairy ball. Along the way Stewart offers the reader tantalizing glimpses of the mathematics underlying life and the universe. Mind-stretching, enlightening, and endlessly amusing, Professor Stewart's Hoard of Mathematical Treasures will stimulate, delight, and enthrall.

This book gives a comprehensive picture of the activities and the creative heritage of Simon Stevin, who made outstanding contributions to various fields of science, in particular physics and mathematics. Among the striking spectrum of his ingenious achievements, it is worth emphasizing that Simon Stevin is rightly considered as the father of the system of decimal fractions as it is in use today. Stevin also urged the universal use of decimal fractions along with standardization in coinage, measures and weights. This was a most visionary proposal. Stevin was the first since Archimedes to make a significant new contribution to statics and hydrostatics. He truly was "homo universalis." The impact of Stevin's work has been multilateral and worldwide, including literature (William Shakespeare), science (from Christian Huygens to Richard Feynman), politics (Thomas Jefferson) and many other fields. Thomas Jefferson, together with Alexander Hamilton and Robert Morris, advocated introducing the decimal monetary units in the USA with reference to the book "De Thiende" by S. Stevin and in particular to the English translation of the book: "Disme: The Art of Tenths" by Robert Norton. In accordance with the title of this translation, the name of the first silver coin issued in the USA in 1792 was 'disme' (since 1837 the spelling changed to ('dime'). It was considered as a symbol of national independence of the USA.

The first of a two volume set that fully explore the roots of action learning and the legacy of its principal pioneer, Reg Revans. Rather than prescribe one approach to action learning, it shows alternative approaches to fit different contexts, including classic action learning, action reflection learning and business driven action learning.

This book offers a new conceptual framework for reflecting on the role of information and communication technology in mathematics education. Discussion focuses on how computers, writing and oral discourse transform education at an epistemological as well as a political level. Building on examples, research and theory, the authors propose that knowledge is not constructed solely by humans, but by collectives of humans and technologies of intelligence.

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