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theoretical courses such as topology, analysis and abstract algebra. Although it may be more meaningful to the student who has had some calculus, there is really no prerequisite other than a measure of mathematical maturity.

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taken from  
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numerical calculus,  
statistics, physics,  
biology and finance.

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"Matlab-style" and  
procedural  
programming as well  
as object-oriented  
programming. High  
school mathematics  
is a required  
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and embracing the  
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Summing Up: Highly  
recommended. F. H.  
Wild III, Choice, Vol.  
47 (8), April 2010

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the opportunity to  
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through Python in  
particular, and  
programming in  
general, via tasks that  
scientists will likely

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perform. It contains valuable information for students new to scientific computing and would be the perfect bridge between an introduction to programming and an advanced course on numerical methods or computational science. Alex Small, IEEE, CiSE Vol. 14 (2),

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March /April 2012

“ This fourth edition is a wonderful, inclusive textbook that covers pretty much everything one needs to know to go from zero to fairly sophisticated scientific programming in Python... ” Joan Horvath, Computing Reviews, March 2015

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The recent and historically unique low level of fertility in industrialised nations poses a number of important medical questions, arising because reproductive physiology did not evolve to function optimally in this modern environment. In

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some non-

industrialised  
regions, such as sub-

Saharan Africa,

persistent high

fertility and rapid

population growth

are associated with

environmental

deterioration. How

do fecundity and

fertility respond to

such degradations?

Do improvements of

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Industrial

environments or  
nutrition and health

measurably alter  
fertility or fecundity?

These are some of the  
issues explored in  
this volume, which  
contains

contributions from  
anthropologists,  
demographers,  
reproductive  
biologists and

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Epidemiologists

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In Greek geometry, there is an arithmetic of magnitudes in which, in terms of numbers, only integers are involved. This theory of measure is limited to exact measure. Operations on magnitudes cannot be actually



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numerically

calculated, except if those magnitudes are exactly measured by a certain unit. The theory of proportions does not have access to such operations. It cannot be seen as an "arithmetic" of ratios. Even if Euclidean geometry is done in a highly theoretical context, its axioms

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are essentially  
semantic. This is  
contrary to

Mahoney's second  
characteristic. This  
cannot be said of the  
theory of  
proportions, which is  
less semantic. Only  
synthetic proofs are  
considered rigorous  
in Greek geometry.  
Arithmetic reasoning  
is also synthetic,

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going from the known to the unknown. Finally, analysis is an approach to geometrical problems that has some algebraic characteristics and involves a method for solving problems that is different from the arithmetical approach. 3.

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## GEOMETRIC PROOFS OF ALGEBRAIC RULES

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algorithms. It may also be that

geometry was one way to represent general reasoning without involving specific magnitudes.

To go a bit deeper into this, here are three geometric proofs of algebraic rules, the first by Al-Khwarizmi, the other

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two by Cardano.

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teachers and  
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presence in  
instruction can be  
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given even greater  
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upsurge in research on the teaching and learning of proof at all grade levels, leading to a re-examination of the role of proof in the curriculum and of its relation to other forms of explanation, illustration and justification. This book, resulting from the 19th ICMI Study,

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brings together a variety of viewpoints on issues such as: The potential role of reasoning and proof in deepening mathematical understanding in the classroom as it does in mathematical practice. The developmental nature of mathematical

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Reasoning and proof in teaching and learning from the earliest grades. The development of suitable curriculum materials and teacher education programs to support the teaching of proof and proving. The book considers proof and proving as complex but foundational in

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Through the systematic examination of recent research this volume offers new ideas aimed at enhancing the place of proof and proving in our classrooms.

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