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On the development of vector calculus in French math education since the end of the 19th century. (Die Entwicklung der Vektorrechnung im französischen Mathematikunterricht seit Ende des 19. Jahrhunderts.)

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The paper presents the matter named in its title in chronological order, from the first appearance of vectors in secondary education in France in the second half of the 19th century, through various reforms, until the present time. The theoretical framework is that of Chevallard's "didactical ecology of knowledge", i. e. the "habitat" (where the object is situated) and the "niches" (the functions of the object in its habitat) of the notion of vectors as presented in schools (in France in the described period) are identified and discussed.

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