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Mathematics, society, and curricula in nineteenth-century England.

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Summary: This paper illustrates how, in rapidly developing nineteenth-century England, the form and content of the mathematics education provided was influenced by social and political aims. It is written in the belief that the history of mathematics education must be more than an account of what, and how, mathematics was taught. It is also important to consider by whom and to whom it was, and was not, taught and who exercised control over what was taught. Particular attention is paid to the University of Cambridge which played so great a role both in the development of mathematics and also in the education of those who would teach the subject in the more prestigious schools and in universities, not only in England but throughout its Empire.

Classification: A30 D30 B50

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