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Summary: History of mathematics occupies itself describing processes of growth and development, whereas philosophy of mathematics is concerned with questions of justification. Both play an essential role within the educational context. But there is a problem because genuine historical studies necessitate ever greater particularity whereas mathematics and philosophy require generality and abstraction. The paper offers some methodological reflections about these matters together with two case studies from nineteenth century history of arithmetic and integration theory, respectively, which try to strike a balance between the directly opposed requirements.

Classification: A30 E40 H40 I50

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