## **Oral Presentation**

## TEACHING MATHEMATICS IN MINING ACADEMIES: AN OVERVIEW AT THE END OF THE 18TH CENTURY

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At the end of the 18<sup>th</sup> century, many mining academies were created, mostly in the German speaking countries, to improve the overall scientific education of mining technicians and officials. While historians of science have so far dedicated studies to chemistry and mineralogy, mathematics has been vastly overlooked. It is usually assumed that mathematical sciences were taught and used uniformly and at an elementary level in the different Bergakademien of Freiberg, Schemnitz, Clausthal, etc.

In this talk, I intend to show that there was in fact a great variety of approaches in mathematics teaching in these institutions, ranging from academic Gelehrsamkeit to the practical Brauchbarkeit of mining engineers. Some of the sources used are the archive of the various Bergakademien as well as the textbooks published by mathematics professors, but also manuscripts, handwritten lectures and test reports.

The example of the Freiberg mining academy, where mathematics teaching reached a very high level at the end of the 18<sup>th</sup> century, proves that these disciplines were not intrinsically inferior, but only different from the university lectures of that time. The subterranean geometry (Markscheidekunst) will then be used as an example to illustrate the originality of this scientific and technical teaching tradition.