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Libraries and archives contain many thousands of early modern mathematical books, of which almost equally many bear readers' marks, ranging from deliberate annotations and accidental blots to corrections and underlinings. Such evidence provides us with the material and intellectual tools for exploring the nature of mathematical reading and the ways in which mathematics was disseminated and assimilated across different social milieus in the early centuries of print culture. Other evidence is important, too, as the case studies collected in the volume document. Scholarly correspondence can help us understand the motives and difficulties in producing new printed texts, library catalogues can illuminate collection practices, while manuscripts can teach us more about textual traditions. By defining and illuminating the distinctive world of early modern mathematical reading, the volume seeks to close the gap between the history of mathematics as a history of texts and history of mathematics as part of the broader history of human culture.

This book tells one of the greatest stories in the history of school mathematics. Two of the names in the title—Samuel Pepys and Isaac Newton—need no introduction, and this book draws attention to their special contributions to the history of school mathematics. According to Ellerton and Clements, during the last quarter of the seventeenth century Pepys and Newton were key players in defining what school mathematics beyond arithmetic and elementary geometry might look like. The scene at which most of the action occurred was Christ's Hospital, which was a school, ostensibly for the poor, in central London. The Royal Mathematical School (RMS) was established at Christ's Hospital in 1673. It was the less well-known James Hodgson, a fine mathematician and RMS master between 1709 and 1755, who demonstrated that topics such as logarithms, plane and spherical trigonometry, and the application of these to navigation, might systematically and successfully be taught to 12- to 16-year-old school children. From a wider history-of-school-education perspective, this book tells how the world's first secondary-school mathematics program was created and how, slowly but surely, what was being achieved at RMS began to influence school mathematics in other parts of Great Britain, Europe, and America. The book has been written from the perspective of the history of school mathematics. Ellerton and Clements's analyses of pertinent literature and of archival data, and their interpretations of those analyses, have led them to conclude that RMS was the first major school in the world to teach mathematics-beyond-arithmetic, on a systematic basis, to students aged between 12 and 16. Throughout the book, Ellerton and Clements examine issues through the lens of a lag-time theoretical perspective. From a historiographical perspective, this book emphasizes how the history of RMS can be portrayed in very different ways, depending on the vantage point from which the history is written. The authors write from the vantage point of international developments in school mathematics education and, therefore, their history of RMS differs from all other histories of RMS, most of which were written from the perspective of the history of Christ's Hospital.

Ultimately, Sailing School helps us to rethink the relationship among maritime history, the Scientific Revolution, and the rise of print culture during a period of unparalleled innovation and global expansion.

This birefs examines mortality among young children in the period from the seventeenth to the nineteenth century. It does so using several types and sources of information from the census unit England and Wales, and from Ireland. The sources of information used in this study include memoirs, diaries, poems, church records and numerical accounts. They offer descriptions of the quality of life and child mortality over the three centuries under study. Additional sources for the nineteenth century are two census-derived numerical indexes of the quality of life. They are the VICQUAL index for England and Wales, and the QUALEIRE index for Ireland. Statistical procedures have been applied to the numbers provided by the sources with the aim to identify effects of and associations between such variables as gender, age, and social background. The briefs examines the results to consider the impact of children's deaths upon parents and families, and concludes that there are differences and continuities across the centuries.

Britain was the industrial and political powerhouse of the nineteenth century—the birthplace of the Industrial Revolution and the center of the largest empire of the time. With its broad imperial reach—and even broader indirect influence—Britain had a major impact on nineteenth-century material culture worldwide. Because British manufactured goods were widespread in British colonies and beyond, a more nuanced understanding of those goods can enhance the archaeological study of the people who used them far beyond Britain's shores. However, until recently archaeologists have given relatively little attention to such goods in Britain itself, thereby missing what is often revealing and useful contextual information for historical archaeologists working in countries where British goods were consumed while also leaving significant portions of Britain's own archaeological record poorly understood. *The Importance of British Material Culture to Historical Archaeologies of the Nineteenth Century* helps fill these gaps, through case studies demonstrating the importance and meaning of mass-produced material culture in Britain from the birth of the Industrial Revolution (mid-1700s) to early World War II. By examining many disparate items—such as ceramics made for export, various goods related to food culture, Scottish land documents, and artifacts of death—these studies enrich both an understanding of Britain itself and the many places it influenced during the height of its international power.

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In late seventeenth-century London, the most provocative images were produced not by artists, but by scientists. Magnified fly-eyes drawn with the aid of microscopes, apparitions cast on laboratory walls by projection machines, cut-paper figures revealing the "exact proportions" of sea monsters—all were created by members of the Royal Society of London, the leading institutional platform of the early Scientific Revolution. *Wicked Intelligence* reveals that these natural philosophers shaped Restoration London's emergent artistic cultures by forging collaborations with court painters, penning art theory, and designing triumphs of baroque architecture such as St Paul's Cathedral. Matthew C. Hunter brings to life this archive of experimental-philosophical visualization and the deft cunning that was required to manage such difficult research. Offering an innovative approach to the scientific image-making of the time, he demonstrates how the Restoration project of synthesizing experimental images into scientific knowledge, as practiced by Royal Society leaders Robert Hooke and Christopher Wren, might be called "wicked intelligence." Hunter uses episodes involving specific visual practices—for instance, concocting a lethal amalgam of wax, steel, and sulfuric acid to produce an active model of a comet—to explore how Hooke, Wren, and their colleagues devised representational modes that aided their experiments. Ultimately, Hunter argues, the craft and craftiness of experimental visual practice both promoted and menaced the artistic traditions on which they drew, turning the Royal Society projects into objects of suspicion in Enlightenment England. The first book to use the physical evidence of Royal Society experiments to produce forensic evaluations of how scientific knowledge was generated, *Wicked Intelligence* rethinks the parameters of visual art, experimental philosophy, and architecture at the cusp of Britain's imperial power and artistic efflorescence.

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"Orrery" appeals to almost anyone interested in popular astronomy, astronomical mechanical devices, scientific instruments, the history of clocks - and even the history of aristocratic and prestigious families! Many people these days - not only astronomers - have a good idea of the main components of the Solar System. They might also know about the orrery, a mechanical model that shows the movements of the Moon and planets. But not too many know why it was so named and who it was named after. The Boyle family - the Earls of Orrery -include the famous Boyle of Boyle's Law. But others were key in the history of the orrery, not the least being clockmakers. Aware of the lunar and planetary content of the sky, they strove to make scientific instruments to demonstrate their movements and introduced measuring devices to predict their positions. In antiquity, their lives on occasion depended on the accuracy; upsetting kings and lords was dangerous business! Orreries are found everywhere. They can be made of wood or metal, and are even available today as home-assembly kits and children's toys. They appear in paintings, on computers, on the side of royal clocks, in stately home hallways, and of course, in museums all over the world. This book contains illustrations of orreries to give a guide as

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to what is and was available and where to see the best examples. It also contains information and references to help readers who want to make (or buy) their own orrery. The story of the Boyles is not just relevant to a tiny corner of Ireland, but spans the world. "Orrery" highlights the process of discovery and humankind's universal fascination with the heavens. Provides a fascinating example of the relationship between innovative thinking (invention) and precision engineering (execution).

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