

CULTURE AND MATHEMATICS OR MATHEMATICS IN THE SERVICE OF A UNIVERSAL CIVILIZATION

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Abstract content

This lecture on culture and mathematics is a look at the winding road of mathematics activity and mathematics teaching activity. It questions the nature of the mathematical heritage bequeathed to the current generation and questions the conditions for writing mathematics education programs of the future. The answers to the questions force us to visit the cradle of humanity starting with the Congo Basin with the bones of Ishango (20,000 years before our era), Pharaonic Egypt with problems 10 and 14 of the Moscow Papyrus and problems 53-60 from the Rhind Papyrus (15th dynasty; circa 1680-1620 BC). This visit will also be made to Asia with Mesopotamia around what is now called Iraq, Syria and Iran. The guided tour will stop in 1897 in Zurich with the first International Congress of Mathematicians.

The conditions for writing future education programs are twofold:

- Lessons learned from the past;
- The universality of consequences of the actions that will be taken.

These two orders show that the essence of mathematical activity is consubstantial with the dialogue of cultures, so we can hypothesize that a coordination of these two conditions of writing will allow the emergence of the civilization of the universal.

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