1163-01-1300   **Philip Beeley*** (`philip.beeley@history.ox.ac.uk`), History Faculty, Oxford University, George Street, Oxford, OX1 2RL, United Kingdom. *Dr Gregory's Scheme. Reforming the Instruction of Mathematics at Oxford circa 1700.*

The turn of the eighteenth century witnessed the emergence of a number of initiatives to reform the teaching and examination of mathematics at the University of Oxford. These initiatives responded partly to the success of knights' academies in France and Germany in attracting young members of the English gentry and nobility with a curriculum that included fencing, dancing, law, rhetoric, and mathematics. At the same time, members of Isaac Newton's wider scientific circle such as John Arbuthnot, author of 'An Essay on the Usefulness of Mathematical Learning' contributed to contemporary discussion, while David Gregory devised a scheme for reforming the instruction of mathematics around a sophisticated framework comprising Euclid's Elements (Books I-VI, XI, and XII), plain trigonometry, algebra (including Diophantine equations), and mechanics. The paper will sketch out the largely forgotten background and motivation to these reforms and consider the extent of their success and impact into the early 1700s. (Received September 15, 2020)