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Nota di contenuto	J. S. Silverberg, The Most Obscure and Inconvenient Tables ever Constructed -- D. J. Melville, Commercializing Arithmetic: The Case of Edward Hatton -- C. Baltus, Leading to Poncelet: A Story of Collinear Points -- R. Godard, Cauchy, Le Verrier et Jacobi sur le problème algébrique des valeurs propres et les inégalités séculaires des mouvements des planètes -- A. Ackermann-Hastings, Mathematics in Astronomy at Harvard College Before 1839 as a Case Study for Teaching Historical Writing in Mathematics Courses -- J. J. Tattersall, S. L. McMurrin, "Lectures for Women" and the Founding of Newnham College, Cambridge -- D. Waszek, Are Euclid's Diagrams "Representations"? On an Argument by Ken Manders -- B. Buldt, Abstraction by Embedding and Constraint-Based Design -- W. Meyer, The Birth of Undergraduate Modern Algebra in the United States -- P.

Liu, History as a Source of Mathematical Narrative in Developing Students' Interpretations of Mathematics -- F. Kamareddine, J. P. Seldin, Thoughts on Using the History of Mathematics to Teach the Foundations of Mathematical Analysis.

Sommario/riassunto

This volume contains eleven papers that have been collected by the Canadian Society for History and Philosophy of Mathematics/Société canadienne d'histoire et de philosophie des mathématiques. It showcases rigorously-reviewed contemporary scholarship on an interesting variety of topics in the history and philosophy of mathematics, as well as the teaching of the history of mathematics. Topics considered include The mathematics and astronomy in Nathaniel Torperly's only published work, *Diclides Coelometricae, seu valvae astronomicae universal* Connections between the work of Urbain Le Verrier, Carl Gustav Jacob Jacobi, and Augustin-Louis Cauchy on the algebraic eigenvalue problem An evaluation of Ken Manders' argument against conceiving of the diagrams in Euclid's *Elements* in semantic terms The development of undergraduate modern algebra courses in the United States Ways of using the history of mathematics to teach the foundations of mathematical analysis Written by leading scholars in the field, these papers are accessible not only to mathematicians and students of the history and philosophy of mathematics, but also to anyone with a general interest in mathematics. .
