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Nota di contenuto	Chapter 1. Why studying historical textbooks? -- Chapter 2. Textbooks before the invention of the printing press – orality and teaching -- Chapter 3. Textbooks in the era of the printing press – the emergence of new types of textbooks -- Chapter 4. The notion of “elements” – elementarisation and the structure of the discipline -- Chapter 5. Changes in textbook production in the wake of the French Revolution -- Chapter 6. Lacroix as an entrepreneur – His fight for the textbook market in France -- Chapter 7. Textbook versus the autonomy of the teacher – the case of Prussia -- Chapter 8. Cultural specificity of textbooks – the case of Legendre in Italy -- Chapter 9. Transmission of textbooks from metropolises -- Chapter 10. “Modern Mathematics” in the international textbook production -- Chapter 11. Conclusions -- Chapter 12. Bibliography -- Chapter 13. Index.
Sommario/riassunto	This book is about the creation and production of textbooks for learning and teaching mathematics. It covers a period from Antiquity to Modern Times. The analysis begins by assessing principal cultures with a practice of mathematics. The tension between the role of the teacher

and his oral mode, on the one hand, and the use of a written (printed) text, in their respective relation with the student, is one of the dimensions of the comparative analysis, conceived of as the 'textbook triangle'. The changes in this tension with the introduction of the printing press are discussed. The book presents various national case studies (France, Germany, Italy) as well as analyses of the internationalisation of textbooks via transmission processes. As this topic has not been sufficiently explored in the literature, it will be very well received by scholars of mathematics education, mathematics teacher educators and anyone with an interest in the field.
