

## Teaching mathematics in the 18th century: the case of Padua and Veneto

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Attention has been given, in recent decades, to the circulation of mathematics in early-modern Europe through the study of scientific journals, textbooks and epistolary networks. However, it is not yet fully known how algebra and calculus, virtually absent from official syllabi, penetrated into the curricula of European university until they became, at the turn of the 19<sup>th</sup> century, legitimate school subjects even in those countries considered “peripheral” according to standard historiography. In this talk I shall take a step back and reconstruct the practices of teaching and learning mathematics in early 18<sup>th</sup> century Italy (ca from 1720 to 1750), focussing on the pedagogical activities of a few scientists and mathematicians (Poleni, Riccati, Rampinelli, Agnesi ...) involved at the forefront with the spread of the “modern” systems of the Newtonian and Leibnizian physics and mathematics. I shall study their teaching activity based on syllabi and notes, little explored sources from the libraries of Venice, Padua and Treviso. I shall focus on the strategies adopted to introduce conceptually difficult ideas and approaches such as symbolic notations both in finite and infinitesimal analysis or the concept of infinitesimal. I shall also study the sources used by the teachers which, given the lack of official textbooks, allows us to chart the circulation of new publications and better understand the role of private collections and public libraries. Finally, this corpus will provide a unique insight into the “essential tension” between traditional knowledge, still dominant at universities, and innovations coming from journals and new books.