



International Study Group on the Relations Between
the HISTORY and PEDAGOGY of MATHEMATICS
An Affiliate of the International Commission on
Mathematical Instruction

N° 104

July 2020

This and earlier issues of the Newsletter can be downloaded from our website

<http://www.clab.edc.uoc.gr/hpm/>

These and other news of the HPM group are also available on the website

<http://grouphpm.wordpress.com/>

(the online and on time version of this newsletter).

A MESSAGE OF TRANSITION: INTRODUCING THE NEXT HPM CHAIR

Dear friends,

The world has changed a great deal in the last several months, and it is my sincere wish that you and yours are safe and healthy, and that the stress and strain of the current times have not taken too much of a toll on you.

As you may know, this is my final HPM newsletter message. It has been such a professional honor to serve as HPM Chair for the last four years. I greatly appreciate the support that so many have provided. I am especially grateful to the five members of Executive Committee (ExC). In their role – some of whom have served more than one HPM Chair! – the ExC members provide guidance to the Chair along several

dimensions, including aspects of initial decisions for the HPM conference and matters pertinent to the nature of our international study group. I hope you will join me in thanking **Costas Tzanakis, Uffe Thomas Jankvist, Fulvia Furinghetti, Tinne Hoffe Kjeldsen, and Évelyne Barbin** for four years of helpful advice, guidance, support, kindness, and patience. I could not have done the work of HPM Chair without you.

It is my pleasure to introduce and formally pass on the leadership reins to the HPM Chair for 2020–2024, **Snezana Lawrence**. This action usually takes place at the conclusion of the quadrennial HPM conference, but since that meeting was postponed this July, we decided to do so with the July 2020 HPM Newsletter instead. Many of you know Snezana; she has been a consistent presence at HPM conferences, ESUs, and CERMEs. Throughout her career, Snezana's

scholarship has informed the work of others, advocated for integration of history of mathematics in mathematics teaching and learning, and provided fascinating perspectives from which to approach history in teaching, history in pre-service teacher education, and history in learning mathematics. I met Snezana over 12 years ago, and I have special memories of times we shared long conversations. I will never forget the bus tour in Antalya, Turkey (CERME 8, 2013), chatting over dinner and wine at her home in Bath (2014), and a trek through Prague to find absinthe with Uffe and others (CERME 9, 2015). I know that HPM is in careful and dedicated hands and I invite each of you to welcome Snezana in her role as HPM Chair, and to thank her for taking this on during these unprecedented times that we currently face in the world.

Finally, with regard to **HPM 2020**, which was postponed from July 2020 until July 2021 (**July 20–24, 2021**), we are still planning to carry on with the conference. As Snezana becomes acquainted with Xuhua Sun (the HPM 2020 Co-Chair), they will collaborate and communicate regarding the next steps in the (re-)planning for the July 2021 event. After that work begins again, I am sure the conference website

(<https://www.um.edu.mo/fed/HPM2020/>) will be updated, and of course, Costas will keep active updates on the HPM Group website(<http://www.clab.edc.uoc.gr/hpm/about%20HPM.htm>). We look forward to seeing you at HPM 2020 in 2021!

Stay safe! Be well!

Kathy

THE NEW HPM CHAIR IN PREPARATION FOR SEEING THE 'NEW NORMAL'

Dear friends,
Firstly, let me thank you sincerely for voting for me to be the Chair of HPM for the next period of four years. This is, without doubt, the greatest professional honour in our community, and a role that I am incredibly grateful to take on.



The news of your choice came to me on the 23rd of March this year – the day when the lockdown in the UK was made official. The lockdown brought about a sense of an alternative reality taking over our lives. Suddenly we somehow made an entry into this strange and frightening world no one could have predicted only a few weeks before. Since then, it became increasingly obvious that a huge price will be paid in various ways and that the majority of the human population will suffer some kind of hardship. Most of our students will certainly feel the effects of this global event, and some may well decide that they will need to postpone their educational plans for some time. It is therefore even more important that our work supports and helps people of all ages around the world

who are interested in the history and pedagogy of mathematics.

Our teaching has moved online mainly – this trend may well continue until the vaccine is found and vaccination implemented globally. Consequences for the teachers and students are yet to be manifested and seen in the long run. It is therefore with the hope and trepidation that we all turn towards this ‘new normal’ and think about what our work will, should, and could be like in the immediate future and beyond. Having that in mind we need to think about what we could do to widen our audience and membership and share the fantastic resources that we already have.

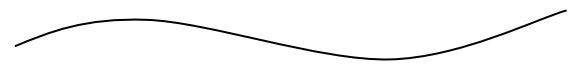
This time last year we were all looking forward to this summer and the new HPM meeting. But instead, we find ourselves in a world very different to the one that we knew then. Having that in mind, a few things remain unchanged. Our community’s determination to remain strong is unshaken, and even perhaps increased. When Kathy asked us some months ago whether we wanted to commit to postponing a meeting for the next year, most of us responded positively and with great enthusiasm. We miss our chats, exploring new places, meeting old and making new friends. We like meeting in person to enjoy exchanging both our knowledge and opinions. But I think most of all, we enjoy and cherish the professional and personal friendships that we made through the HPM and that make our life so much more enriched and meaningful because it also connects to our deepest interests: the history of mathematics in its various guises and applications.

Let us then hope that the physical HPM meeting will be possible next year and let us hope that most of us will be able to meet. Like Kathy, I have a great many memories of making friendships through the HPM and have, without exaggeration, spent some of the best hours of my life at some of our meetings (whether they were official, or off the beaten track). That cannot be done online only! So we need to think how we organise ourselves to overcome the challenges and work in the next four years.

I have some ideas on strengthening our network, and will, very shortly, be in touch to discuss this with you all. If you agree, one of my priorities will be for us to become perhaps more active in some of the other developments that are taking place around the world. We are already such a welcoming and diverse group of people – certainly I could not have hoped for a more welcoming professional network when I first started working on my PhD in the history of mathematics as a refugee then, and would not have even dreamed that I would be in a position to write this note now!

Perhaps this is the time for us to think of the ways to make that inclusivity, friendship and support we give each other even more visible, in order to give an example, and help and support the disadvantaged and the underrepresented communities of scholars around the world. With that thought in mind I will leave you to enjoy the latest Newsletter and will be in touch with you very soon again.

Snezana



HPM 2020
History and Pedagogy of
Mathematics (HPM) 2020 –
Satellite Meeting of ICME-14

~~21–25 July 2020~~

New dates: 20–24 July 2021

University of Macau

Due to COVID-19, HPM 2020 will take place in the northern hemisphere summer of 2021.

Further information will be announced in the near future.



Website

The website is available at <https://www.um.edu.mo/fed/HPM2020/>. You can use the website as an efficient tool to help promote the HPM 2020 Satellite Meeting to colleagues and friends around the world, for online registration, and to obtain information on accommodation, excursions, and the conference program.

1. Aim and Focus

HPM 2020 is the tenth quadrennial meeting of the International Study Group on the

Relations Between the History and Pedagogy of Mathematics—the HPM Group. The HPM Group is an affiliated study group of the International Commission on Mathematical Instruction (ICMI).¹ By combining the history of mathematics with the teaching and learning of mathematics, HPM connects the past and the future of mathematics. Therefore, the group aims to stress the conception of mathematics as a living science, a science with a long history, a vivid present, and an as yet unforeseen future.

These quadrennial meetings are a major activity of HPM to bring together individuals with a keen interest in the relationship between the history of mathematics and mathematics education. They include:

- Researchers in mathematics education who are interested in the history of mathematics and mathematical thinking;
- Mathematics teachers at all levels who are eager to gain insights into how the history of mathematics can be integrated into teaching and how they can help students to learn mathematics;
- Historians of mathematics who wish to talk about their research;
- Mathematicians who want to learn about new possibilities to teach their discipline; and
- All those with an interest in the history of mathematics and pedagogy.

¹ See

<https://www.mathunion.org/icmi/organization/affiliated-organizations>

2. Time and Place

The 2020 HPM Conference will be held in **summer of 2021** at the **University of Macau** in SAR Macao, China. With a fascinating history of 400 years of cultural exchanges between the East and the West, Macao is unique in its cultures and society. It boasts many cultural treasures of all types, including picturesque dwellings in traditional styles, ancient temples built during the Ming and Qing dynasties, buildings with Southern European architectural features, baroque style churches and impressive contemporary structures. In July 2005, the historic district collectively known as the “Historic Centre of Macao” was inscribed on the UNESCO World Heritage List. Today, Macao is a Special Administrative Region (SAR) of the People’s Republic of China, benefiting from the “one country, two systems” policy. Macao SAR is growing in the number and diversity of its attractions; the greatest of these continues to be Macao’s unique society, with communities from the East and the West complementing each other. It offers a perfect environment for an international conference.

Please note that HPM 2020 takes place after the conclusion of ICME-14 in **Shanghai, China**. Its scientific program includes oral presentations and activities on the history and pedagogy of mathematics (TSG 27) and on the history of mathematical teaching (TSG 55).

3. HPM 2020 Topics

The program and activities of HPM 2020 are structured around the following topics:

1. Theoretical and/or conceptual

frameworks for integrating history in mathematics education.

2. History and epistemology in students’ and teachers’ mathematics education: Classroom experiments and teaching materials.
3. Original sources in the classroom and their educational effects.
4. Mathematics and its relation to science, technology, and the arts: Historical issues and interdisciplinary teaching and learning.
5. Cultures and mathematics fruitfully interwoven.
6. Topics in the history of mathematics education.
7. History of Mathematics in China and Eastern Asia.

4. Activities During the 2020 HPM Conference

The HPM Conference is a place where mathematicians, educators, historians, researchers, and students can make presentations and participate in discussions.

The program includes:

- plenary lectures;
- panels;
- workshops;
- parallel sessions where participants present research reports;
- poster exhibitions; and
- exhibitions of books and other didactical material.

Plenary sessions and the panel deal with the main topics of the conference. Plenary speakers and panelists are invited by the International Program Committee (IPC).

Social activities include a gala dinner and excursions.

5. Plenary Lectures and Panel

[As originally invited; confirmations for 2021 participation are pending.]

Plenary Lectures:

History of Mathematics as a Way of Relating to Mathematics of the Past: The Case of Edmond Halley and Apollonius

Michael N. Fried, Ben Gurion University of the Negev, Beer-Sheva, ISRAEL

“I would like to introduce history in my mathematics lessons but I do not know how to do it!”

Marc Moyon, University of Limoges, FRANCE

Using Original Sources in the Classroom to Enrich the Mathematical Learning Experience

Mary Flagg, University of St. Thomas, Houston, Texas, USA

Mathematical World (or Worlds?) in the Context of HPM

Man Keung Siu, The University of Hong Kong, Hong Kong SAR, CHINA

Algebra in Swedish Mathematics Textbooks During the Era of Great Power

Johanna Pejlaré, Chalmers University of Technology and the University of Gothenburg, SWEDEN

Matteo Ricci and the Introduction of Euclid’s Elements in China

Luis Saraiva, University of Lisbon, PORTUGAL

Plenary Panel:

History of Mathematics Education in China: Its Features, Influences, and Modern Values

Yiwen Zhu (Panel Coordinator), *Sun Yat-sen University*, The city of Guangzhou, Guangdong Province, CHINA
(With panel member Shuyuan Pan, CHINA; Shirong Guo, CHINA; and Alexei Volkov, TAIWAN, CHINA)

6. Official Languages

The official languages of the conference are English and Chinese. Oral presentations will be given in either English or Chinese.

7. Proceedings

Full texts for inclusion to the HPM 2020 *Proceedings* will be submitted **after** HPM 2020 and will be further reviewed by members of the IPC by the usual international standards. In all other cases, abstracts that have been accepted and presented at the conference meeting in Macao will also be included in these *Proceedings*. Details on the procedure and the deadline for submitting full texts, their size, the format guidelines, and the expected date by which the proceedings will be available to all registered participants, will be announced in due course in the HPM 2020 website (<https://www.um.edu.mo/fed/HPM2020>) and the HPM website (<http://www.clab.edc.uoc.gr/hpm>).

8. Important Dates

More details will be provide in the future.

9. Registration Fees

More details will be provide in the future.

10. Accommodation

More details will be provide in the future.

11. Visits and Excursions

More details will be provide in the future.

12. The International Program Committee (IPC)

The IPC includes the following groups:

HPM 2020 Chairs

Snezana Lawrence, Middlesex University (UK), Chair

Chuang Wang, University of Macau (Macao), Co-Chair

Xuhua Sun, University of Macau (Macao), Co-Chair

HPM Executive Committee [new committee members to be named soon]

Évelyne Barbin, Université de Nantes (France)

Fulvia Furinghetti, Università di Genova (Italy)

Uffe Thomas Jankvist, Aarhus University (Denmark)

Tinne Hoff Kjeldsen, University of Copenhagen (Denmark)

Constantinos Tzanakis, University of Crete (Greece)

Participating HPM Advisory Board Members

George Booker, Griffith University (Australia)

Renaud Chorlay, IREM, Université Paris 7 (France)

Ubiratan D'Ambrosio, Pontificia Universidade (Brazil)

Florence Fasanelli, American Association for the Advancement of Science (USA)

Gail FitzSimons, University of Melbourne (Australia)

Michael N. Fried, Ben-Gurion University of the Negev (Israel)

Wann-Sheng Horng, National Taiwan Normal University (Taiwan)

Victor Katz, University of the District of Columbia (USA)

Ewa Lakoma, University of Technology Warsaw (Poland)

Maria Rosa Massa-Esteve, Universitat Politècnica de Catalunya (Spain)

David Pengelley, New Mexico State University (USA)

Hélder Pinto, University of Aveiro and Piaget Institute (Portugal)

Luis Puig, Universitat de València (Spain)

Leo Rogers, Independent Researcher (UK)

Man-Keung Siu, University of Hong Kong (Hong Kong SAR, China)

Bjørn Smestad, Oslo Metropolitan University (Norway)

Greisy Winicki-Landman, California State Polytechnic University (USA)

13. The Local Organizing Committee (LOC)

Co-Chairs: Chuang Wang, Pak Sang Lou

Co-Associate Chairs: Kong Chi Meng

UM Members: Kwok Cheung Cheung, Bobby Ho-Hong Ching; Chunlian Jiang, Xiaoqing Jin

Macao School Members: Hong Yuan Hong, Ian Nam Wong, Tak Seng Lai, Sao Kei Si, Ka Lei Che

Mainland Committee:

Wang Xiaoqin (East China Normal University)

Ji Zhigang (School of History and Culture of science, Shanghai Jiao Tong University)

Xu Zelin (Donghua University)

Song Naiqing (Southwest University, China)

Zou Dahai (Chinese Academy of Sciences)

Zhang Hong (Sichuan Normal University)

Dai Qin (Inner Mongolia Normal University)

Cao Yiming (School of Mathematical Sciences, Beijing Normal University)

Pu Shuping (College of Elementary Education, Chongqing Normal University)

Taiwan Committee:

Liu Po-hung (National Chin-Yi University of Technology)

Jia-Ming Ying (National Taipei University of Education)

Tung-Shyan Chen (National Chin-Yi University of Technology)

Hong Kong Committee:

Chan Yip-Cheung (Chinese University of Hong Kong)

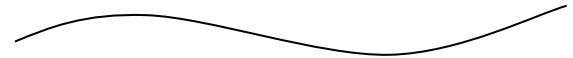
Wong Ka-Lok (University of Hong Kong)

Tang Mei-yue (formerly Hong Kong Education and Manpower Bureau)

14. Contact

For further information, please contact:

- Snezana Lawrence (Chair), snezana@mathsisgoodforyou.com
- Xuhua Sun (Co-Chair), hpm2020macao@gmail.com

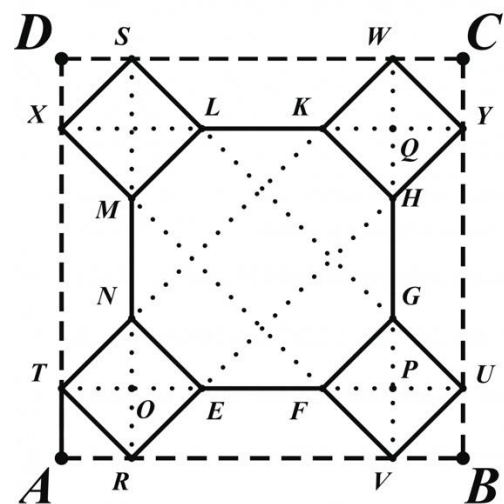


MAA Convergence Blends Historical Research with Classroom Activities

Since 2004, *MAA Convergence* has been both an online journal on the history of mathematics and its use in teaching, and an ever-expanding collection of online resources to help its readers teach mathematics using its history. We highlight here some of our newest articles and other resources for use in your classroom.

A unique, lavishly-illustrated textbook inspired associate editors Maureen T. Carroll and Elyn Rykken to unearth biographical information about the author in “[Mabel Sykes: A Life Untold and an Architectural Geometry Book Rediscovered.](#)”

Diagrams and animations from *A Source Book of Problems for Geometry Based upon Industrial Design and Architectural Ornament (1912)* offer examples of geometric constructions, and the article’s references provide a roadmap for finding the details of a forgotten life story. Readers looking for interesting history may also want to check out the winning paper from the annual undergraduate writing contest run by MAA’s Special Interest Group for the History of Mathematics, “[Did Archimedes Do Calculus?](#)” by Jeffrey Powers.



Above: Diagram for a linoleum tile from Mabel Sykes’ *Source Book*.

Convergence has also added material to assist with using history to teach mathematics, including two volumes of reproducible student activity sheets developed by Bill Berlinghoff and Fernando Gouvêa to accompany their well-regarded textbook, *Math through the Ages*. “[Pathways from the Past: Classroom-Ready Materials for Using History to Teach Mathematics](#)” is especially suitable for practicing and pre-service teachers of secondary mathematics and those involved in teacher training.

A successful reprint partnership with NCTM’s *Mathematics Teacher* continues with “[Word Histories: Melding Mathematics and Meanings](#),” by Rheta N. Rubenstein and Randy K. Schwartz, in which the authors show how to use etymologies for common mathematical terms to enrich student learning.

Egyptian	Babylonian	Mayan
nnnnnnnn	▽ ◀◀	⋮ ≡≡≡
nn e nn	◀◀◀◀◀◀	⋮ ⋮ ⋮
eee	◀◀◀◀	≡≡≡ ○
eeeeeee nn	◀◀	⋮ ⋮ ⋮ ○
Ⓜ eeee nn	◀◀◀◀	⋮ ⋮ ⋮ ○

Roman	Hindu-Arabic
LXXII	72
CXLIV	144
CCC	300
DCXX	620
MCCCXX	1320

Above: Table comparing the notation of the numeration systems featured in *Pathways* Packet 1.

The ongoing “[Series of Mini-projects from TRansforming Instruction in Undergraduate Mathematics via Primary Historical Sources](#)” now consists of 15 mini-Primary Source Projects (PSPs) for use in a variety of courses. The most recent entries are:

- [Investigations Into d’Alembert’s Definition of Limit: A Mini-Primary Source Project for Students of Real Analysis and Calculus 2](#) (by David Ruch)

- [Braess’ Paradox in City Planning: A Mini-Primary Source Project for Multivariable Calculus Students](#) (by Kenneth M Monks)

Additionally, *Convergence* has launched a new series of curricular units based on primary source texts for use in teaching and learning trigonometry, “[Teaching and Learning the Trigonometric Functions through Their Origins](#),” by Daniel E. Otero. Episode 1 covers Babylonian Astronomy and Sexagesimal Numeration.

See all of these articles and more at *MAA Convergence*:
<http://www.maa.org/press/periodicals/convergence>.

[Interested in contributing? We’d love to hear from you!](#) Please contact us at convergence@maa.org. *Convergence* publishes expository articles on the history of topics in the grades 8–16 mathematics curriculum; translations of primary sources; classroom activities, projects, or modules for using history to teach mathematics; and classroom testimonials after applications of such activities, projects, or modules. [For more details, see our Guidelines for Authors at https://www.maa.org/press/periodicals/convergence/guidelines-for-convergence-authors](https://www.maa.org/press/periodicals/convergence/guidelines-for-convergence-authors).

Amy Ackerberg-Hastings,
Independent Scholar (USA)
and
Janet Barnett,
Colorado State University-Pueblo (USA)
Editors, *MAA Convergence*



Have you read these?

Alassi, S. (2020). Jacob Bernoulli's analyses of the *Funicularia* problem. *British Journal for the History of Mathematics*, 35(2), 137–161.

Bréard, A., & Cook, C. (2020). Cracking bones and numbers: solving the enigma of numerical sequences on ancient Chinese artefacts. *Archive for History of Exact Sciences*, 74(4), 313–343.

Craik, A. (2020). Henry Parr Hamilton (1794–1880) and analytical geometry at Cambridge. *British Journal for the History of Mathematics*, 35(2), 162–170.

Del Centina, A., & Fiocca, A. (2020). Borelli's edition of books V–VII of Apollonius's Conics, and Lemma 12 in Newton's Principia. *Archive for History of Exact Sciences*, 74(3), 255–279.

Folkerts, M., & Schubring, G. (2020). *Adolph Tellkamp (1798–1869) Elementarmathematik und ihre Grenzen*. Augsburg: Erwin-Rauner Verlag.

Friedman, M. (2020). How to notate a crossing of strings? On Modesto Dedò's notation of braids. *Archive for History of Exact Sciences*, 74(4), 281–312.

Ji, L., & Wang, C. (2020). Poincaré's stated motivations for topology. *Archive for History of Exact Sciences*, 74(4), 381–400.

Martins, A. P. (2020). An overview on the history of actuarial calculus in Portugal until the late 19th century. *Historia Mathematica*, 51, 49–90.

Mendes, I. A. (2020). History for the teaching of mathematics: Transformation and mobilization of mathematical knowledge for school. *Pedagogical Research*, 5(3), 1–10.

Nothaft, P. (2020). Medieval Europe's satanic ciphers: on the genesis of a modern myth. *British Journal for the History of Mathematics*, 35(2), 107–136.

Pourciau, B. (2020). The Principia's second law (as Newton understood it) from Galileo to Laplace. *Archive for History of Exact Sciences*, 74(3), 183–242.

Schubring, G. (2019). Letters to Weierstraß by Italian mathematicians. *Bollettino di Storia delle Scienze Matematiche*, 39, 287–333.

Schubring, G. (2019). Computation Devices in 19th Century Mathematics Instruction. In A. Volkov & V. Freiman (Eds.), *Computations and computing devices in mathematics education before the advent of electronic calculators* (pp. 365–384). New York: Springer.

Steele, J. (2020). A proto-Normal Star Almanac dating to the reign of Artaxerxes III: BM 65156. *Archive for History of Exact Sciences*, 74(3), 243–253.

Stenhouse, B. (2020). Mary Somerville’s early contributions to the circulation of differential calculus. *Historia Mathematica*, 51, 1–25.

Vaccaro, M. A. (2020). Historical origins of the nine-point conic. The contribution of Eugenio Beltrami. *Historia Mathematica*, 51, 26–48.

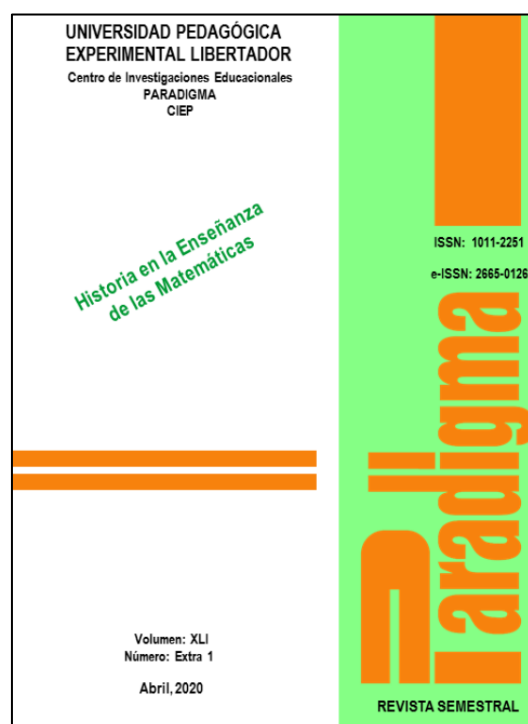
Yiwen, Z. (2020). On Qin Jiushao’s writing system. *Archive for History of Exact Sciences*, 74(4), 345–379.

Revista Paradigma 41

Historia en la Enseñanza de las Matemáticas²

April, 2020

<http://revistaparadigma.online/ojs/index.php/paradigma/issue/view/70>



Articles

Note: The majority of the articles are in Portuguese (P) and the others in Spanish (S)

La historia de las matemáticas en los cursos de educación básica en Portugal: una reflexión para la formación del profesorado (P)

*Hélder Pinto,
Cecília Costa*

² History in the Teaching of Mathematics

El arte de Almada Negreiros como ejemplo de la conexión entre historia, matemáticas y arte (P)

*Cristina Lúcia Dias Vaz,
Edilson Dos Passos Neri Júnior*

Las medidas en los textos escolares de matemáticas en la Venezuela decimonónica (S)

Walter O. Beyer K.

El uso del ambiente virtual Crephimat para promover la historia en la enseñanza de la matemática (S)

*Luis Andrés Castillo,
Iran Abreu Mendes*

Lectura de textos históricos en el aula (P)

John A. Fossa

La historia y didáctica de las matemáticas: un encuentro posible (P)

*Edilene S. Costa Dos Santos, Cristiano
Alberto Muniz, Maria T. Jesus Gaspar*

Interfaces entre historia de matemáticas y enseñanza a través de antiguos instrumentos matemáticos: una experiencia en la investigación académica (P)

Ana Carolina Costa Pereira

Historia de las matemáticas en la educación matemática: la importancia de explicitar las posiciones teóricas (P)

*Bernadete Barbosa Morey,
Valdenize Lopes Do Nascimento*

Historia y matemáticas integradas a través de un diagrama metodológico (P)

Miguel Chaquiam

Historia de las matemáticas en la educación matemática, una ruta de investigación, creatividad y diversidad cultural (P)

*Ligia Arantes Sad,
Claudia A. C. De Araujo Lorenzoni*

Obstáculos epistemológicos sobre el concepto de límite de funciones en manuales de historia de matemáticas (P)

*Iran Abreu Mendes,
Mônica Suelen Ferreira De Moraes*

Una propuesta para el uso de historia en la enseñanza de las matemáticas: sobre la potencialidad didáctica de los textos históricos y el desarrollo de conceptos (P)

João Cláudio Brandemberg

Duplicación del cuadrado y el volumen de sólidos en El Códice Atlántico de Leonardo Da Vinci: un estudio de la hoja 100r (P)

Jeová Pereira Martins

La disciplina historia de las matemáticas en la Universidad Federal del Triángulo Mineiro: un breve informe (P)

Mônica De Cássia Siqueira Martines

Announcements of Events

14TH INTERNATIONAL CONGRESS ON MATHEMATICAL EDUCATION (ICME-14)

New dates: July 11–18, 2021

Shanghai, China

<https://www.icme14.org/static/en/index.html>

For more details on the complete scientific programme of ICME-14 and its structure and time-schedule, as well as on practical details, the registration process, the venue and social events, visit the official ICME-14 website <https://www.icme14.org>.

A major part of the scientific program of the ICMEs consists of Topic Study Groups (TSG). These are mini conferences designed to gather a group of the Congress participants who are interested in a particular area of Mathematics Education. During ICME-14, there will be 62 TSGs in total.



TSG 27: The role of the history of mathematics in mathematics education

Chair: K. M. Clark (USA),

kclark@fsu.edu

Co-Chair: C. Tzanakis (Greece),

tzanakis@edc.uoc.gr

TSG 55: History of teaching and learning mathematics

Chair: Wagner Rodrigues Valente (Brazil),

Co-Chair: Alexander Karp (USA)



Forthcoming BSHM Meeting

The British Society for the
History of Mathematics
<http://www.bsham.ac.uk/events>

1. People, Places, Practices: Joint BSHM-CSHPM/SCHPM conference

New dates: 12–14 July 2021

University of St Andrews, UK

<http://www.mcs.st-andrews.ac.uk/bsham-cshpm/index.shtml>

People, Places, Practices, is the 5-yearly joint conference of the British Society for the History of Mathematics and Canadian Society for History and Philosophy of Mathematics/La Société Canadienne d'Histoire et de Philosophie des Mathématiques, in collaboration with HOM-SIGMAA, the History of Mathematics Special Interest Group of the MAA.

The conference is hosted by the School of Mathematics and Statistics, St Andrews University, the home of the MacTutor History of Mathematics Archive.

An Education Strand within the conference will run on dates to be confirmed. This will provide practical talks and workshops for those teaching the 15+ age group. Professor Évelyne Barbin, author of *Let History into the Mathematics Classroom* will talk about the French experience, where history of

mathematics has recently been made a required part of the secondary mathematics curriculum.

Confirmed invited speakers include Karen Parshall, Colm Mulcahy, Évelyne Barbin, Edmund Robertson, Valeria Giardino, Brendan Larvor, Robin Wilson, Serafina Cuomo.

The organising committee are: Maria Zack (CSHPM), Dirk Schlimm (CSHPM), Amy Shell-Gellasch (HOMsigmaa), Mark McCartney (BSHM), Isobel Falconer (BSHM)

The education subcommittee are: Chris Pritchard (BSHM & Scottish Mathematical Council), Amy Shell-Gellasch (HOMsigmaa), Danny Otero (HOMsigmaa), Snezana Lawrence (BSHM), Isobel Falconer (BSHM).

For further details of the conference and venue, see

<http://www.mcs.st-andrews.ac.uk/bsham-cshpm/index.shtml>

2. History of Mathematics and Flight

This conference has been postponed until 2021.

Manchester Airport, UK

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Members to be selected and announced soon

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<http://www.clab.edc.uoc.gr/hpm/>

These and other news of the HPM group are also available on the website

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A note from the Editors

The Newsletter of HPM is primarily a tool for passing along information about forthcoming events, recent activities and publications, and current work and research in the broad field of history and pedagogy of mathematics. The Newsletter also publishes brief articles which they think may be of interest. Contributions from readers are welcome on the understanding that they may be shortened and edited to suit the compass of this publication.