



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

N° 115

March 2024

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

<https://hpm.sites.uu.nl/>

NOTE FROM THE CHAIR

Dear All,

We have had some unprecedented times in the past decade, marked by the trials and tribulations of a global pandemic, war in Europe, and now in the Middle East. Perhaps it is therefore even more important to say that we are now fully set to welcome our members and all interested parties in Sydney for our ICME-15 Satellite Meeting.

It brings me great joy and anticipation to extend this heartfelt invitation to you all in this Newsletter. Please have a look at the 2nd Call for Papers – the deadline has been extended to 15th March.

As we prepare for this event, in the spirit of camaraderie, we also welcome the new Chair of HPM who will take from me in July, Antonio M. Oller-Marcén, from University of Zaragoza, Spain. I am so very glad to say this and to wish Antonio all the best in the new role. I am sure he will lead the HPM to new strengths and will look forward to his welcome note in the next issue of our Newsletter!

The past few years have been a testament to our collective strength and determination as we navigated through uncertain times. While the challenges were profound and far-reaching, we continued with collaboration, and the reaffirmation of our shared purpose. In these times we found solace and inspiration in the moments of connection, albeit virtual, that sustained our bonds and fuelled our aspirations. There is however, a profound difference between digital interactions and the tangible embrace of shared experiences, so if you can come to Sydney, please do. And please share the Call for Papers with all your colleagues who are interested and working in the history and pedagogy of mathematics.

The upcoming conference will signal our return to in-person meetings, after a prolonged period of separation and, may I say longing, to reconnect with old friends and meet new ones. For many of us, this will mark the first opportunity in years to see each other in person, to exchange ideas, forge new alliances, and celebrate the diversity that enriches our collective. This will be our first truly global event since 2016, and the significance of this milestone cannot be overstated.

In addition to the rich program of plenary sessions, panel discussions, and workshops, the conference promises to be a celebration of our shared journey. As we prepare to converge on the vibrant city of Sydney, let us do so with open hearts and minds, ready to embrace the opportunities that lie ahead.

This is also the last introduction I write for this Newsletter. It has been a huge honour and pleasure to serve HPM as Chair for the past four years. I have enjoyed it enormously and hope to see you all soon.

With warmest regards,

Snezana Lawrence
HPM Chair
Cambridgeshire, UK
February 2024

HPM 2024 Second Announcement

HPM 2024
Second Announcement
History and Pedagogy of Mathematics (HPM) 2024
Satellite Meeting¹ of ICME 15²
July 1 to 5, 2024
University of New South Wales, Sydney, Australia
<https://hpm2024.sciencesconf.org/>

1. The HPM Group: Introduction, aim and focus.

HPM 2024 is the eleventh 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).³ By combining history 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. HPM’s mission and aims are further described at <https://hpm.sites.uu.nl/mission-statement-2/>.

HPM meetings 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.
- All those with an interest in the history of mathematics and pedagogy.

2. Main theme and topics.

HPM 2024 is entitled “Mathematics of Australia and the Indo-Pacific.” While this theme serves as a main focus for the meeting, the program and activities are structured around the following more general topics:

1. Theoretical and/or conceptual frameworks for integrating history in mathematics education.

¹ Meetings of the affiliated international study groups of the International Commission on Mathematical Instruction (ICMI) typically take place just before or after the quadrennial International Congress on Mathematical Education (ICME).

² Please note that the 15th International Congress on Mathematical Education (ICME-15) will take place just after HPM 2024, from 7–14 July 2024 in Sydney, Australia (see: icme15.org).

³ See <https://www.mathunion.org/icmi/organization/affiliated-organizations>.

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 history of mathematics fruitfully interwoven.
6. Topics in the history of mathematics education.
7. History of mathematics in Australia and the Indo-Pacific.

3. Activities during the 2024 HPM Satellite Meeting.

The HPM 2024 Satellite Meeting comprises a scientific program and social activities.

The scientific program includes:

- One-hour plenary lectures.
- Two one-hour panel discussions.
- Parallel sessions of 25-minute oral presentations, followed by 5-minute discussions.
- One-hour and two-hour workshops.
- Poster exhibitions with discussion sessions.
- Exhibitions of books and other didactical material.

Plenary speakers and panelists are invited by the scientific committee.

We encourage participants to submit proposals for the following activities: workshops, research reports, poster exhibitions, and exhibitions of books and other didactical material.

Research reports are intended to communicate new research results. They take place in parallel sessions of 25-minute oral presentations followed by 5-minute discussions.

Workshops emphasize the exchange of ideas and discussion among the participants around some historical or didactical material prepared beforehand by the workshop organizer. They typically focus on original historical texts, didactical material, students' worksheets, etc. Workshops can be one hour or two hours in duration.

Posters present summaries of ongoing or completed research, new ideas, etc.

4. Plenary Lectures

The plenary speakers for the meeting include the following. Lecture titles and abstracts will be announced as that information becomes available.

- Theme 1: David Guillemette, Université du Québec à Montréal (Canada).
- Theme 2: Aline Bernardes, Universidade Federal do Estado do Rio de Janeiro (Brazil).
- Theme 3: Clemency Montelle, University of Canterbury (New Zealand).
- Theme 4: Helena Durnova, Masaryk University (Czech Republic).
- Theme 5: To be announced.
- Theme 6: Ysette Weiss, Johannes Gutenberg-Universität Mainz (Germany).
- Theme 7: Lesley Ward, University of South Australia (Australia).

5. Time and place

The 2024 HPM Conference will be held from **Monday 1 July** to **Friday 5 July 2024** on the Kensington campus of the University of New South Wales in Sydney, Australia. Located on Australia's southeastern coast, Sydney is the country's largest city and also one of its most culturally and linguistically diverse areas. Built on low hills surrounding a huge harbor, it has long been one of the most important ports in the South Pacific. Founded in 1949, the University of New South Wales is one of Australia's leading research and teaching universities. Located in the eastern suburbs of Sydney about 12 km from Sydney's central business district, the Kensington campus is a busy, thriving community, the size of a small town.

6. Official language

The official language of the conference is English.

7. Submission of proposals

To submit a proposal for a research report, workshop, and/or poster, the following procedure must be followed:

- (a) For each proposal, individuals prepare an abstract of 250–400 words using the HPM 2024 Activity Application Form:
 - a. https://hpm.sites.uu.nl/wp-content/uploads/sites/905/2024/02/HPM-2024-Activity-Application-Form_EXTENDED-DEADLINE.docx(Word); or
 - b. <https://hpm.sites.uu.nl/wp-content/uploads/sites/905/2023/12/HPM-2024-Activity-Application-Form.pdf> (pdf).
- (b) Completed proposals must be submitted via electronic communication to the email addresses listed on the application form no later than 15 March 2024, and preferably by 2 March 2024.

The members of the International Program Committee (IPC) will review the submitted abstracts on a rolling basis. Accepted abstracts will appear in the Conference Program, and their authors will present the activity described in the abstract during the conference.

Full texts for possible inclusion in the *HPM 2024 Proceedings* will be submitted after HPM 2024 and further reviewed by members of the IPC by the usual international standards. In those cases where a full text is either not submitted or not accepted for inclusion, the abstract that has been accepted for an activity presented at the conference meeting in Sydney will also be included in these proceedings. Details on the procedure and the deadline for submitting full texts, their length, the format guidelines, the reviewing timeline, and the expected date by which the proceedings will be available to registered participants will be announced in due course on the HPM website.

Summary of deadlines

- Submission of abstracts (extended): 15 March 2024.
Earlier submission on or before 2 March 2024 encouraged.
- Notification of acceptance for presentation (or not) of submitted abstracts: within two weeks of receipt (approximately), and no later than 31 March 2024.
- End of early registration: 31 May 2024.
- Cancellation for partial refund (see Item 8 below): 15 June 2024.
- Conference: 1–5 July 2024.
- Submission of full texts: To be announced (but following the conference).

8. Registration fee

Meeting registration and online payment via credit card is now available; payment via wire transfer and bank draft will also be possible after 30 March 2024.

HPM registration page: <https://www.trybooking.com/1185724> (see QRcode below)

The fee structure for the meeting is given in the following table. All rates are stated in Australian Dollars (AUD), with the approximate equivalent in Euros (as of 8 February 2024) also given. Standard and concession registration rates include 5 lunches and 9 coffee breaks. The one-day registration rate includes lunch and coffee breaks on the day(s) in question.

Note: Cancellations must be requested by 15 June 2024 to qualify for a partial refund. Procedures for requesting a refund minus the cancellation fee (20% of the amount paid) will be announced at a later date.

	Standard Rate	Concession Rate (Available to students and K-12 teachers in Australia)	Accompanying Persons
Early Registration (by 31 May 2024)	700 AUD (420 €)	550 AUD (330 €)	n/a
Regular Registration (on or after 1 June 2024, including at the conference)	800 AUD (480 €)	600 AUD (360 €)	n/a
One-day Registration	220 AUD (130 €)	220 AUD (130 €)	n/a
Lunches & Coffee Breaks only	n/a	n/a	390 AUD (235 €)
Gala Dinner	120 AUD (70 €)		
Excursion (See item 9 below)	No advance fee required; costs will depend on excursion choice and will be paid directly by participant on the day of the excursion.		



9. Excursion and Sightseeing

The schedule and information about the half-day excursion on July 3 (Wednesday) and extra sightseeing will be announced on the meeting website.

10. Accommodation

Rooms at the following hotel will be available to participants at a discounted rate, with the nightly cost for early bookings around 180–200 AUD (approximately 110–120 € as of 8 February 2024).

[Veriu Green Square](#)
18 O’Riordan Street
Alexandria, New South Wales

The Green Square is located approximately 4 km from the Kensington campus, where all activities related to the meeting’s scientific program will be held. In addition to ride share and taxi options, several bus routes run regularly between the hotel and meeting venue.

The conference booking code is “HPMC2024” and it will be valid until 4th July 2024. Guidelines for inserting the code when making a booking can be found on the conference website. Please contact Jim Pettigrew (j.pettigrew@unsw.edu.au) for any further information.

11. Website

Follow us at: <https://hpm2024.sciencesconf.org/>

12. Contact

General inquiries about the conference and its themes can be addressed to:

- Snezana Lawrence, snezana@mathsisgoodforyou.com

Inquiries about the conference hotel and venue, and general on-site organization can be addressed to:

- Jim Pettigrew, j.pettigrew@unsw.edu.au

To submit papers, please download the application form ([Word](#), [pdf](#)) and email it to:

- Luis Puig, luis.puig@uv.es
- Renaud Chorlay, renaud.chorlay@inspe-paris.fr

13. The Local Organizing Committee (LOC)

Jim Pettigrew (Australia), Chair
Merryn Horrocks (Australia)
Donald Shearman (Australia)

14. The International Program Committee (IPC)

The members of the 2024 HPM IPC will issue invitations to plenary speakers and panelists and coordinate the peer-review process for the meeting. The IPC includes the following groups:

HPM 2024 Chairs

Snezana Lawrence (UK), Chair
Jim Pettigrew (Australia), Co-Chair

HPM 2024 Organizing Committee

Évelyne Barbin (France)
Janet Heine Barnett (USA)
Renaud Chorlay (France)
Gail FitzSimons (Australia)
Michael N. Fried (Israel)
Marc Moyon (France)
Hélder Pinto (Portugal)
Luis Puig (Spain)
Donald Shearman (Australia)

HPM Advisory Board

Desiree Agterberg (Netherlands)
Luis Carlos Arboleda (Colombia)
Évelyne Barbin (France)
Janet Heine Barnett (USA)
Aline Bernardes (Brasil)
Nathalie Chevalarias (France)
Renaud Chorlay (France)
Cecilia Costa (Portugal)
Teresa Costa (Portugal)
Jean Michel Delire (Belgium)
Adriano Demattè (Italy)
Olivera Đokić (Serbia)
Helena Durnová (Czech Republic)
Florence Fasanelli (USA)
Gail FitzSimons (Australia)
Michael N. Fried (Israel)
David Guillemette (Canada)
Masami Isoda (Japan)
Uffe Thomas Jankvist (Denmark)
Tinne Hoff Kjeldsen (Denmark)
Dominic Klyve (USA)
Ewa Łakoma (Poland)
Tsang-Yi Lin (Taiwan)

HPM Executive Committee

Évelyne Barbin (France)
Michael N. Fried (Israel)
Ewa Łakoma (Poland)
Frédéric Métin (France)
Luis Puig (Spain)

Po-Hung Liu (Taiwan)
Maria Rosa Massa-Esteve (Spain)
Iran Mendes (Brasil)
Frédéric Métin (France)
Marc Moyon (France)
Kostas Nikolantonakis (Greece)
Antonio M. Oller-Marcén (Spain)
Maurice O'Reilly (Ireland)
Danny Otero (USA)
Johanna Pejlare (Sweden)
David Pengelley (USA)
Hélder Pinto (Portugal)
Luis Puig (Spain)
Leo Rogers (UK)
Sebastian Schorcht (Germany)
Gert Schubring (Germany)
Bjørn Smestad (Norway)
Yi-Wen Su (Taiwan)
Constantinos Tzanakis (Greece)
Caterina Vicentini (Italy)
Ysette Weiss (Germany)
Greicy Winicki-Landman (USA)

MAA CONVERGENCE

Create and Use History to Teach Mathematics with Convergence

Since 2004, MAA *Convergence* has been both an online journal for using the history of mathematics to teach mathematics, and an ever-expanding collection of digital resources for classroom use. As you can see in our [Guidelines for Authors](#), *Convergence* welcomes submissions of a variety of types:

- classroom activities, projects, or modules for using history to teach mathematics.
- expository articles on the history of topics in the grades 8–16 mathematics curriculum that also provide suggestions for how to incorporate the content of the article into classroom teaching.
- testimonials reporting on the application of historical activities, projects, or modules, which may be original to the instructor or may have been previously published in *Convergence* or elsewhere.
- translations of primary sources suitable for classroom use, accompanied by commentary explaining the work and its context and discussing how knowledge of the mathematical ideas in the translation can be used to teach the same ideas to today’s students.
- additions to *Convergence* features such as [Mathematical Treasures](#), [Portrait Gallery](#), [Problems from Another Time](#), [On This Day](#), [Quotations](#), or [Conference Calendar](#).

Questions and submissions may be directed to convergence@maa.org. Explore previous publications through the indexes and resources posted on our home page: <http://www.maa.org/press/periodicals/convergence>. Below, we offer highlights from some of our newest articles.



Students working on a Primary Source Project in a history of mathematics course at California State University, Monterey Bay in Fall 2023.

Photo supplied by Jennifer Clinkenbeard.

Two authors offered practical advice for incorporating primary sources into mathematical classrooms. In “[Pitfalls and Potential Solutions to Your Primary Source Problems](#),” Adam E. Parker walks readers through 8 challenges that can arise when identifying and implementing historical documents, from figuring out what sources might be relevant to particular topics to making cost-benefit calculations. When instructors have materials ready for students to explore, Jennifer Clinkenbeard explains a tool for increasing reading comprehension in “[Primary Source Projects and Reading Apprenticeship in Mathematics History](#).”

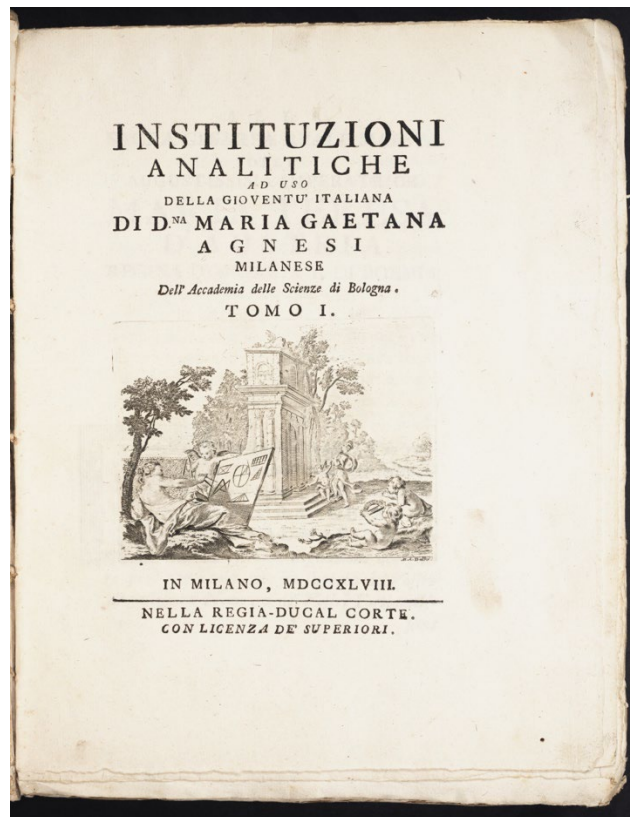


A. A. Markov (1856–1922).
[Convergence Portrait Gallery](#).

Articles that discuss episodes in the history of mathematics and suggest classroom applications include “[The Theorem that Won the War](#)” by Jeff Suzuki, which considers the contributions of three Polish mathematicians (Marian Rejewski, Henryk Zygalski, and Jerzy Różycki) to cracking the Enigma machine and offers activities that address several key concepts in abstract algebra. In “[A Selection of Problems from A.A. Markov’s *Calculus of Probabilities*](#),” Alan Levine provides excerpts from his full translation of this textbook first published in 1900 along with suggestions for classroom use of these problems.

Two new entries have been added to the TRIUMPHS team’s “[A Series of Mini-projects from Transforming Instruction in Undergraduate Mathematics via Primary Historical Sources](#)”:

- “[Lagrange’s Work on Wilson’s Theorem: Three Mini-Primary Source Projects for Number Theory Students](#),” by Carl Lienert.
- “[Three Hundred Years of Helping Others: Maria Gaetana Agnesi on the Product Rule – A Mini-Primary Source Project for Calculus 1 Students](#),” by Kenneth M Monks.



Title page of the copy of Agnesi's *Istituzioni* held by the Linda Hall Library.
Convergence [Mathematical Treasures](#).

Additionally, Michael Molinsky added three quotations about mathematics and mathematicians to his series of "[Quotations in Context](#)": two that [may](#) or [may not](#) have been stated by Galileo and one by [Henri Poincaré](#).

Finally, in our "[Historically Speaking](#)" series, edited by Betty Mayfield, Victor Katz takes a hard look at Phillip S. Jones's 1954 claim that "the Romans contributed little to the development of real mathematics" in a column titled "['Large' Roman Numerals](#)."

Again, please visit our [homepage](#) to explore these and hundreds more resources for using history to teach mathematics. We look forward to seeing and hearing from you!

Amy Ackerberg-Hastings,
Independent Scholar (USA)

Daniel E. Otero,
Xavier University (USA)

Editors, *MAA Convergence*

History of Mathematics in Mathematics Education.

List of publications⁴

The design of the new updated HPM website includes a webpage with a list of publications in the HPM domain. The list is under preparation and will be available over the next few months – however open to further additions, amendments, modifications, and corrections. Below some more information on its aim and structure is given.

This page aims to provide a sufficiently comprehensive bibliographical list of work related to the *HPM perspective* since its very early stages in the 1960s and published and/or publicly accessible via the Internet. It aims to give as many details as possible to help interested people to search for the documents.

To a considerable extent the original version of the list will be based on the bibliography included in the *ICMI Study Volume*⁵ and the *HPM 2016 survey*⁶ and will be far from being exhaustive. It will follow a “hybrid” style of citation based on the APA and Chicago styles, but without adhering strictly to the rigid rules of a bibliographical list accompanying a publication (e.g., conference paper, journal article, or book).

As a webpage, this list is a dynamic object and can be gradually improved, and regularly updated. Therefore, additional citations, improvements, missing information in the works already cited, errors to be corrected, etc. will be most welcome.

The list is divided into sections as follows:

1. *Collective volumes* (with research papers, reviews of work, etc.) exclusively devoted to the HPM perspective.
2. *Individual books and doctoral dissertations*
 - 2.1 Books and monographs.
 - 2.2 Doctoral dissertations.
3. *Special issues* of international journals of mathematics education exclusively devoted to the HPM perspective.
4. *Individual contributions*
 - 4.1 Papers in scientific journals.
 - 4.2 Individual chapters in collective volumes **not** exclusively devoted to the HPM perspective (i.e., not in No1 above).

⁴ Compiled by Gail FitzSimons, University of Melbourne, Victoria, Australia, gfi@unimelb.edu.au and Constantinos Tzanakis, Department of Education, University of Crete, Rethymnon, Greece, k.tzanakis@uoc.gr.

⁵ Fauvel, J. G., & van Maanen, J. (Eds.) (2000). *History in Mathematics Education: The ICMI Study*, New ICMI Study Series, vol.6, Dordrecht: Kluwer.

⁶ Clark, K., Kjeldsen, T. H., Schorcht, S., Tzanakis, C., & Wang, X. (2016). History of mathematics in mathematics education: Recent developments. In L. Radford, F. Furinghetti, & T. Hausberger (Eds.), *Proceedings of the 2016 ICME Satellite Meeting – HPM 2016* (pp. 135–179). Montpellier: IREM de Montpellier.

4.3 Papers in conference proceedings (other than the HPM Satellite Meetings, ESUs, CERMEs HPM working groups).

4.4 Book reviews.

5. *Proceedings of conferences and meetings* exclusively devoted to the HPM perspective (with reference to their accessibility via the Internet, wherever possible).

6. *Resource material*; especially material available on the web.

More details will be announced in due course.

Gail FitzSimons
Constantinos Tzanakis

Have you read these?

Almeida, Manoel de Campos. “Recursão-Neurociência e História da Matemática.” *Revista Brasileira de História da Matemática* 23, no. 47 (2023): 42–54. <https://doi.org/10.47976/RBHM2023v23n4742-54>.

Blåsjö, Viktor. “Newton on Constructions in Geometry.” *Historia Mathematica* 65 (2023): 14–29. <https://doi.org/10.1016/j.hm.2023.09.002>.

Brito, Abner de Mattos, and Fábio Maia Bertato. “Infinito e Enumerabilidade: Uma Apresentação do Trabalho Inaugural de Cantor.” *Revista Brasileira de História da Matemática* 23, no. 47 (2023): 55–68. <https://doi.org/10.47976/RBHM2023v23n4755-68>.

Cardin, Franco, and Rossana Tazzioli. “Levi-Civita Simplifies Einstein: The Ricci Rotation Coefficients and Unified Field Theories.” *Archive for History of Exact Sciences* 78, no. 1 (2024): 87–126. <https://doi.org/10.1007/s00407-023-00322-0>.

Chabás Bergón, José. “Astronomía Alfonsí en Europa.” *Asclepio* 75, no. 2 (2023): e35. <https://doi.org/10.3989/asclepio.2023.35>.

Costa, Reginaldo Rodrigues da, & Marilene Cardoso Zelak. “A construção do conceito de número nas séries iniciais do ensino de 1º grau no paraná na década de 1970.” *Revista De História Da Educação Matemática* 9 (2023): 1–20.

Eckert, Michael. “The Efflux Problem: How Hydraulics Became Divorced from Hydrodynamics.” *Archive for History of Exact Sciences* 78, no. 2 (2024): 127–152. <https://doi.org/10.1007/s00407-023-00320-2>.

Fiocca, Alessandra, and Andrea Del Centina. “Gli Elementa Conica di GA Borelli, un’opera dimenticata tra tradizione e innovazione.” *Bollettino di Storia delle Scienze Matematiche* XLIII, no. 1 (2023): 61–104. <http://doi.org/10.19272/202309201003>.

Franci, Raffaella. “Il Tractatus de Algebra di Paolo di Middelburg.” *Bollettino di Storia delle Scienze Matematiche* XLIII, no. 1 (2023): 29–59. <http://doi.org/10.19272/202309201002>.

Goldstein, Bernard R., and José Chabás. “Tables for the Radii of the Sun, the Moon, and the Shadow from John of Gmunden to Longomontanus.” *Archive for History of Exact Sciences* 78, no. 1 (2024): 67–86. <https://doi.org/10.1007/s00407-023-00318-w>.

Mendes, Iran Abreu. “Uma Revisão do Livro Anacronismos na História da Matemática: Ensaio sobre a Interpretação Histórica de Textos Matemáticos.” *Revista Brasileira de História da Matemática* 23, no. 47 (2023): 69–82. <https://doi.org/10.47976/RBHM2023v23n4769-82>.

Mendes, Iran Abreu, Luis Andrés Castillo, and Ivonne C. Sánchez. “Descrição Comentada Sobre Dissertações e Teses em História e Epistemologia da Matemática Orientadas por Ubiratan D’Ambrosio.” *Revista De História Da Educação Matemática* 9 (2023): 1–15.

Millán Gasca, Ana, and Paola Magrone. “Children Shall Know What Lies at the Heart of Genuine Mathematical Science: The Lectures on the Logic of Arithmetic (1903) by Mary Everest Boole.” *Bollettino di Storia delle Scienze Matematiche* XLIII, no. 1 (2023): 105–135. <http://doi.org/10.19272/202309201004>

Miolo, Laure, and Stefan Zieme. “Lewis Caerleon and the Equation of Time: Tabular Astronomical Practices in Late Fifteenth-Century England.” *Archive for History of Exact Sciences* 78, no. 2 (2024): 183–243. <https://doi.org/10.1007/s00407-023-00324-y>.

Mora-Charles, Mary Sol de. “El Espacio de la Matemática y la Lógica en la Teoría y la Práctica Política de Leibniz.” *Llull: Revista de la Sociedad Española de Historia de las Ciencias y de las Técnicas* 46, no. 92 (2023): 95–112. <https://doi.org/10.47101/llull.2023.46.92.Mora>.

Moyon, Marc. *Le ‘Liber Augmenti et Diminutionis’: Contribution à l’Histoire des Mathématiques Médiévales*. Stuttgart: Franz Steiner Verlag, 2024.

Neto, Reynaldo D’Alessandro. “Uma Construção Histórica das Técnicas da Transformada Integral Clássica (CITT) e Generalizada (GITT).” *Revista Brasileira de História da Matemática* 23, no. 47 (2023): 24–41. <https://doi.org/10.47976/RBHM2023v23n4724-41>.

Nothaft, C. Philipp E. “Geographic Longitude in Latin Europe during the Twelfth and Thirteenth Centuries.” *Archive for History of Exact Sciences* 78, no. 1 (2024): 29–65. <https://doi.org/10.1007/s00407-023-00316-y>.

Oller-Marcén, Antonio M. “Mathematics in 18th Century Spanish Daily Press: The Early Years of *Diario de Barcelona*.” *Bolema: Boletim de Educação Matemática* 37 (2023): 1317–1335. <https://doi.org/10.1590/1980-4415v37n77a19>.

Pereira Da Silva, Clovis. “Ensino e Pesquisa em Matemática, e os Primórdios da Internacionalização da Ciência no Brasil dos Anos 1930.” *Revista Brasileira de História da Matemática* 23, no. 47 (2023): 01–23. <https://doi.org/10.47976/RBHM2023v23n4701-23>.

Stewart, Ian. “Galois and the Simple Group of Order 60.” *Archive for History of Exact Sciences* 78, no. 1 (2024): 1–28. <https://doi.org/10.1007/s00407-023-00319-9>.

Ulivi, Elisabetta. “Zanobi di Adovardo Belfredelli e Domenico di Agostino Cegia, Due Abacisti nella Storia dei Medici.” *Bollettino di Storia delle Scienze Matematiche* XLIII, no. 1 (2023): 9–28. <http://doi.org/10.19272/202309201001>.

Unger, J. Marshall “Cyclic Quadrilaterals: Solutions of Two Japanese Problems and Their Proofs.” *Historia Mathematica* 65 (2023): 1–13. <https://doi.org/10.1016/j.hm.2023.08.001>.

Zik, Yaakov, and Giora Hon. “Francesco Fontana (1580–1656) from Practice to Rules of Calculation of Lens Systems.” *Archive for History of Exact Sciences* 78, no. 2 (2024): 153–182. <https://doi.org/10.1007/s00407-023-00321-1>.

HPM Book Reviews

Compiled by Gail FitzSimons

Hylemon, Jennifer T. H. “Book Review: Historical influences, present problems, and futuristic solutions in African countries. Brantina Chirinda, Kakoma Luneta, and Alphonse Uworabayeho (Eds.). (2022). Mathematics education in Africa: the fourth industrial revolution.” *Educational Studies in Mathematics*, 115, no. 2 (2024): 111–123. <https://doi.org/10.1007/s10649-023-10249-6>

Høyrup, Jens. “Book review: *Adam Ries, Coß 1*. 2 vols., Bernd Rüdiger, Gebhardt Rainer, Menso Folkerts (Eds.). Adam-Ries-Bund, Annaberg-Buchholz.” *Historia Mathematica*, 64 (2023): 48–56. <https://doi.org/10.1016/j.hm.2023.07.001>

Michel, Nicolas. “Book Review: Review of Jesper Lützen: *A History of Mathematical Impossibility*, Oxford University Press (2022).” *Historia Mathematica*, 65 (2023): 33–35. <https://doi.org/10.1016/j.hm.2023.10.002>

Oller-Marcén, Antonio M. “Book Review: International and diverse. Failed but seminal. Dirk de Bock (Ed.). (2023) *Modern Mathematics. An International Movement?*” *Educational Studies in Mathematics*, 115, no. 2 (2024): 313–320. <https://doi.org/10.1007/s10649-023-10257-6>

Sialaros, Michalis. “Book Review: *A New History of Greek Mathematics*, Reviel Netz, Cambridge University Press, Cambridge (2022).” *Historia Mathematica*, 65 (2023): 30–32. <https://doi.org/10.1016/j.hm.2023.09.001>

Please send references to gfi@unimelb.edu.au

HPM Administrative Structure

Chair:

Lawrence, Snezana	Middlesex University, London, England, UK
--------------------------	---

Executive Committee:

Barbin, Évelyne *	Universite de Nantes, IREM-Laboratory LMJL, France
Fried, Michael N.	Program for Science and Technology Education, Ben-Gurion University of the Negev, Israel
Lakoma, Ewa	Institute of Mathematics Military University of Technology Warsaw, Poland
Métin, Frédéric	University of Burgundy / INSPE, Dijon, France
Puig, Luis	Departamento de Didáctica de las Matemáticas, Universitat de València Estudi General, Spain

Advisory Board:

Agterberg, Desiree	CARE, Amsterdam University of Applied Sciences, The Netherlands
Arboleda, Luis Carlos	Instituto de Educación y Pedagogía, Universidad del Valle, Cali, Colombia
Barnett, Janet Heine	Colorado State University Pueblo, USA
Bernardes, Aline	Federal University of the State of Rio de Janeiro (UNIRIO), Brazil
Chevalarias, Nathalie	Lycée LP2I, Jaunay-Marigny et IREM de Poitiers, France
Chorlay, Renaud	INSPE de Paris (Sorbonne Université) & LDAR, Paris, France
Costa, Cecília	University of Trás-os-Montes e Alto Douro and CIDTFF, Vila Real, Portugal
Costa, Teresa	Escola Secundária D. Maria II, Braga, Portugal
Demattè, Adriano	Liceo Rosmini, Trento, Italy
Delire, Jean-Michel	Free University of Brussels, Belgium
Durnová, Helena	Masaryk University, Brno, Czech Republic
Dokić, Olivera	Teacher Education Faculty, University of Belgrade, Serbia
Fasanelli, Florence *	American Association for the Advancement of Science, USA
FitzSimons, Gail	MGSE, University of Melbourne, Australia
Guillemette, David	Department of Mathematics, Université du Québec à Montréal, Canada
Isoda, Masami	Graduate School of Comprehensive Human Science, University of Tsukuba, Japan
Jankvist, Uffe Thomas	Aarhus University, Department of Education, Denmark
Kjeldsen, Tinne Hoff	Department of Mathematical Sciences, University of Copenhagen, Copenhagen, Denmark
Klyve, Dominic	Central Washington University, The United States, USA
Lin, Tsang-Yi	National Tainan First Senior High School, Tainan, Taiwan
Liu, Po-Hung	Fundamental Education Center, National Chin-Yi University of Technology, Taichung, Taiwan
Massa-Esteve, Maria Rosa	Departament de Matemàtiques - Universitat Politècnica de Catalunya. Barcelona, Spain
Mendes, Iran	Federal University of Pará, Institute of Mathematical and Scientific Education – Belém, Brazil
Moyon, Marc	Université de Limoges, Inspé de l'Académie de Limoges (Director), Limoges, France
Nikolantonakis, Kostas	Department of Primary Education, University of Western Macedonia, Greece
Oller-Marcén, Antonio M.	Departamento de Matemáticas – IUMA, Universidad de Zaragoza, Spain
O'Reilly, Maurice	Institute of Education, Dublin City University, Ireland
Otero, Danny	Xavier University, Cincinnati, Ohio, USA
Pejlare, Johanna	Chalmers University of Technology and University of Gothenburg, Sweden
Pengelly, David	New Mexico State University & Oregon State University, USA
Pinto, Hélder	Piaget Institute, RECI and CIDMA – University of Aveiro, Portugal
Rogers, Leo	Independent Researcher, Oxford, UK
Schorcht, Sebastian	Technische Universität Dresden, Germany

Schubring, Gert	Universität Bielefeld, Germany; Universidade Federal do Rio de Janeiro, Brazil
Smestad, Bjørn	Oslo Metropolitan University, Oslo, & Volda University College, Volda, Norway
Su, Yi-Wen	Department of Mathematics, University of Taipei, Taiwan
Tzanakis, Constantinos *	Department of Education, University of Crete, Rethymnon, Greece
Vicentini, Caterina	Liceo “Buonarroti” Monfalcone (GO), Italy
Weiss, Ysette	Institute of Mathematics, Johannes Gutenberg - University Mainz, Germany
Winicki-Landman, Greisy	Department of Mathematics and Statistics, California State Polytechnic University, USA

* Former Chair of HPM

Honorary Advisory Board:

Arcavi, Abraham	Weizmann Institute of Science, Rehovot, Israel
Bjarnadóttir, Kristín	University of Iceland, School of Education, Reykjavík, Iceland
Booker, George	Griffith University, Brisbane, Australia
Clark, Kathleen *	The University of Alabama at Birmingham (UAB), Birmingham, AL, USA
El Idrissi, Abdellah	École Normale Supérieure, Marrakesh, Morocco
Furinghetti, Fulvia *	Dipartimento di Matematica dell'Università di Genova, Genova, Italy
Horng, Wann-Sheng	Department of Mathematics, National Taiwan Normal University, Taiwan
Jahnke, Hans Niels	Universität Duisburg-Essen, Germany
Katz, Victor	University of the District of Columbia, Washington, DC, USA
Kronfellner, Manfred	Vienna University of Technology, Vienna, Austria
Qu, Anjing	Department of Mathematics at Northwest University, Xian, China
Radford, Luis *	École des sciences de l'éducation, Université Laurentienne, Sudbury, Ontario, Canada
Ransom, Peter	The Mathematical Association, UK
Siu, Man-Keung	Department of Mathematics, University of Hong Kong, Hong Kong SAR, China
Stein, Robert	California State University, San Bernardino, USA
Weeks, Chris	Devon, United Kingdom
Ubiratan D'Ambrosio †	São Paulo, Brazil

Newsletter Editors:

Barnett, Janet Heine	Colorado State University Pueblo, USA
Lawrence, Snezana	Middlesex University, London, England, UK
Oller-Marcén, Antonio M.	Departamento de Matemáticas – IUMA, Universidad de Zaragoza, Spain
Puig, Luis	Departamento de Didáctica de las Matemáticas, Universitat de València Estudi General, Spain

Newsletter Distributors:

If you wish to be a distributor in a new or unstaffed area, or if you are currently listed as a distributor for a region but wish to step down from that role, please contact editorial board member janet.barnett@csupueblo.edu.

Area	Name and address	Email address
<i>Argentina</i>	Juan E. Nápoles Valdés, Lamadrid 549, (3400) Corrientes, ARGENTINA	jnapoles@exa.unne.edu.ar
<i>Australia</i>	- vacant -	
<i>Austria</i>	Manfred Kronfellner, Institute of Discrete Mathematics and Geometry, Vienna University of Technology, Wiedner Haupstr. 8-10, A-1040 Wien, AUSTRIA	m.kronfellner@tuwien.ac.at
<i>Belgium and The Netherlands</i>	Steven Wepster, Mathematical Institute, Utrecht University, Budapestlaan 6, P.O. Box 80010, 3508 TA Utrecht, NL	S.A.Wepster@uu.nl
<i>Brazil</i>	Marcos Vieira Teixeira, Departamento de Matemática, IGCE – UNESP, Postal 178, 13 500 - 230 Rio Claro, SP BRAZIL	marti@rc.unesp.br
<i>Canada</i>	David Guillemette, Département de mathématiques, UQAM - Université du Québec à Montréal, Montréal, CANADA	guillemette.david@uqam.ca
<i>China</i>	Ma Li, Linköping University, ITN, SE - 601 74 Norrköping, SWEDEN	ma_li@mac.com
<i>Colombia</i>	Edgar Alberto Guacaneme, Facultad de Ciencia y Tecnología, Universidad Pedagógica Nacional – Bogotá, COLOMBIA	guacaneme@pedagogica.edu.co
<i>Denmark</i>	- vacant -	
<i>France</i>	Evelyne Barbin, Laboratory of mathematics LMJL, Faculté des sciences et des techniques, 2 Chemin de la Houssinière, BP 92208, 44322 Nantes cedex, FRANCE	evelyne.barbin@wanadoo.fr
<i>Germany</i>	Gert Schubring, Inst. f. Didaktik der Math., Universitaet Bielefeld, Postfach 100 131, D-33501, Bielefeld, GERMANY	gert.schubring@uni-bielefeld.de
<i>Hungary</i>	Kati Munkácsy, Eötvös Loránd University, Centre of Mathematics Education, Budapest, street Pázmány 1/c, HUNGARY	katalin.munkacsy@gmail.com
<i>Iceland</i>	Kristín Bjarnadóttir, University of Iceland, School of Education, v. Stakkahlid 105 Reykjavík, ICELAND	krisbj@hi.is
<i>Iran</i>	- vacant -	
<i>Israel</i>	Ted Eisenberg, Mathematics Department, Ben Gurion University of the Negev, Beer-Sheva 84105, ISRAEL	eisen@math.bgu.ac.il eisenbt@barak-online.net
<i>Italy</i>	Marta Menghini, Dipartimento di Matematica (Università La Sapienza), Piazzale A. Moro 5, 00185 Roma ITALY	marta.menghini@uniroma1.it
<i>Japan</i>	Osamu Kota, 3-8-3 Kajiwara, Kamakura Kanagawa-ken, 247-0063 JAPAN	kota@asa.email.ne.jp
<i>Malaysia</i>	- vacant -	
<i>Mexico</i>	Alejandro R. Garciadiego, Caravaggio 24, Col. Nonoalco Mixcoac Del. Benito Juárez 03700 México, D. F. MÉXICO	gardan@servidor.unam.mx
<i>Morocco</i>	Abdellah El Idrissi, E.N.S. B.P: 2400 Marrakech, 40 000, MOROCCO	a_elidrissi@hotmail.com abdellah_elidrissi@yahoo.fr
<i>New Zealand</i>	- vacant -	
<i>Other East Asia</i>	- vacant -	
<i>Other South America</i>	- vacant -	
<i>Peru</i>	María del Carmen Bonilla, Calle Reni 272, San Borja, Lima 41. Lima, PERU.	mariacbonillat@gmail.com

Area	Name and address	Email address
Poland	Ewa Lakoma, Institute of Mathematics Military University of Technology Warsaw, POLAND	ewa.lakoma@wat.edu.pl
Russia	Vasilii Mikhailovich Busev RUSSIA	vbusev@yandex.ru
Scandinavia	Sten Kaijser, Department of Mathematics, P.O. Box 480, SE- 751 06 Uppsala, SWEDEN	sten@math.uu.se
South Asia	- vacant -	
South East Europe	Nikos Kastanis, Department of Mathematics, Aristotle University of Thessaloniki, Thessaloniki 54006, GREECE	nioka@auth.gr
Southern Africa	Marcos Cherinda, Universidade Pedagogica, Campus de Lhanguene, Faculdade de Ciencias Naturais e Matemática, CP 4040, Maputo, MOZAMBIQUE	mCherinda@gmail.com
Spain and Portugal	Carlos Correia de Sá, Dep. Matemática Pura; Faculdade de Ciências da U. do Porto; Rua do Campo Alegre, 687 P - 4169 - 007 Porto, PORTUGAL	csa@fc.up.pt
Taiwan	Jia-Ming Ying, Center for General Education, National Tsing Hua University, 101, Section 2, Kuang-Fu Road, Hsinchu 300044, TAIWAN	jiaming.ying@mx.nthu.edu.tw
Turkey	- vacant -	
United Kingdom	Snezana Lawrence, Middlesex University, London, England, UK	snezana@mathsisgoodforyou.com
United States of America	Janet Heine Barnett, Colorado State University, Pueblo, Colorado, USA	janet.barnett@csupueblo.edu

Table of contents

Note from the Chair	1
HPM 2024. Second Announcement	2
MAA Convergence	8
History of Mathematics in Mathematics Education. List of publications	11
Have you read these?	13
HPM Book Reviews	15
HPM Administrative Structure	16
HPM Newsletter Distributors	18

The views expressed in this Newsletter may not necessarily be those of the HPM Advisory Board. Please pass on news of the existence of this newsletter to any interested parties. This and previous newsletters can be downloaded from our website:

<https://hpm.sites.uu.nl/>

Items for the Newsletter should be sent to the editors, preferably by email (see addresses below).

The Newsletter appears three times a year with the following deadlines for next year.

No.	Deadline for material	Sent to distributors
116	12 June 2024	July 2024
117	12 October 2024	November 2024
118	12 February 2025	March 2025

The Newsletter is the communication of the International Study Group on the Relations between the History and Pedagogy of Mathematics, an affiliate of the International Commission on Mathematical Instruction.

The Newsletter is free of charge, available upon request from the distributor for your area, and may be reproduced with acknowledgement.

Editors:

Janet Heine Barnett, janet.barnett@csupueblo.edu

Snezana Lawrence, snezana@mathsisgoodforyou.com

Antonio M. Oller-Marcén, oller@unizar.es

Luis Puig, luis.puig@uv.es

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.