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

Nº 114 November 2023

This and earlier issues of the Newsletter can be downloaded from our website
https://hpm.sites.uu.nl/
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).

NOTE FROM THE CHAIR

I am delighted to share the wonderful news that the HPM Satellite meeting of ICMI in Sydney is indeed confirmed for early July 2024. The details are provided in the Call for Papers within this Newsletter, and I won't reiterate them here. However, I must express my immense gratitude to Jim Pettigrew from the University of New South Wales in Sydney and Donald Shearman from Western Sydney University for their extraordinary generosity and hard work, which have made this gathering possible.

Our meeting is scheduled for the 1st of July, but there is a significant amount of work ahead to ensure smooth organization. The deadline for submitting abstracts of papers, workshops, or posters is the 15th of February. If possible, I encourage you to join us in person, as we haven't had the opportunity to meet for this event in eight years due to the pandemic. Please help us spread the word by sharing this Call for Papers widely in your networks.

As tradition holds, we will dedicate one day to a local excursion in the vibrant city of Sydney, offering plenty to see and enjoy - these days are what my fondest memories of HPM community are made from. And, as holidays festivities I am sure begin, I am also thinking of a relaxing and enjoyable conference dinner when we can raise the glass to a new Chair. More of that to come through my emails to Advisory Board in the next month or so.

Finally, while we aim to keep the fees of this meeting as low as possible, we will provide exact details in January, ensuring they remain comparable to other events.

Wishing you all very happy and festive holidays this winter! Here's to a joyful and prosperous New Year 2024.

Snezana Lawrence
HPM Chair

HPM 2024
First Announcement

History and Pedagogy of Mathematics
(HPM) 2024
Satellite Meeting of ICME 15[1]
July 1 to 5, 2024
University of New South Wales
Sydney, Australia
https://hpm.sites.uu.nl/upcoming-meeting/

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). 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.

2. Main theme and topics

The theme of HPM 2024 is "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 general 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

---

[1] 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).

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 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 panels deal with the seven main topics of the conference. Plenary speakers and panelists are invited by the International Program 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 focus on the exchange of ideas and discussion among the participants around some historical or didactical material prepared beforehand by the workshop organizer. The material usually includes 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. 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.

5. Official language

The official language of the conference is English.

6. 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 (https://hpm.sites.uu.nl/wp-content/uploads/sites/905/2023/12/HPM-2024-Activity-Application-Form.docx
or
https://hpm.sites.uu.nl/wp-content/uploads/sites/905/2023/12/HPM-2024-Activity-Application-Form.pdf).

(b) Completed proposals must be submitted via electronic communication to the email addresses listed on the application form no later than 15 February 2024. (Earlier submissions appreciated.)

The members of the International Program Committee (IPC) will review the submitted abstracts. In case of acceptance, the abstract will appear in the Conference Program, and its author (or authors) will present the activity described in the abstract during the conference. However, this does not automatically imply that a full text based on this activity will be included in the *HPM 2024 Proceedings*, which will be published after the meeting, so that authors are given the opportunity to enrich their text as a result of the feedback they will gain during the meeting.

Full texts for inclusion to the *HPM 2024 Proceedings* will be submitted after HPM 2024 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 Sydney 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 on the HPM website (https://hpm.sites.uu.nl/upcoming-meeting/).

Summary of deadlines

- Submission of abstracts: 15 February 2024
- Notification of acceptance for presentation or not of submitted abstracts: 7 March 2024

7. Registration fee

Registration fees and deadlines will be announced prior to the deadline for abstract submission.

Conference fees will be comparable to those of previous HPM quadrennial meetings (hpm2016.sciencesconf.org/, www.um.edu.mo/fed/HPM2020/) and will include 5 lunches, 8 coffee breaks, as well as the gala dinner and an excursion.

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

HPM Advisory Board
Desiree Agterberg (Netherlands)
Po-Hung Liu (Taiwan)
Luis Carlos Arboleda (Colombia)
Maria Rosa Massa-Esteve (Spain)
Janet Heine Barnett (USA)
Iran Mendes (Brasil)
Aline Bernardes (Brasil)
Marc Moyon (France)
Nathalie Chevalarias (France)
Kostas Nikolantonakis (Greece)
Renaud Chorlay (France)

Antonio M. Oller-Marcén (Spain)
Cecilia Costa (Portugal)
Maurice O'Reilly (Ireland)
Teresa Costa (Portugal)
Danny Otero (USA)
Jean Michel Delire (Belgium)
Johanna Pejlare (Sweden)
Adriano Demattè (Italy)
David Pengelley (USA)
Olivera Đokić (Serbia)
Hélder Pinto (Portugal)
Helena Durnová (Czech Republic)
Luis Puig (Spain)
Florence Fasanelli (USA)
Leo Rogers (UK)
Gail FitzSimons (Australia)
Sebastian Schorcht (Germany)
David Guillemette (Canada)
Gert Schubring (Germany)
Masami Isoda (Japan)
Bjørn Smestad (Norway)
Uffe Thomas Jankvist (Denmark)
Yi-Wen Su (Taiwan)
Tinne Hoff Kjeldsen (Denmark)
Constantinos Tzanakis (Greece)
Dominic Klyve (USA)
Caterina Vicentini (Italy)
Tsang-Yi Lin (Taiwan)
Ysette Weiss (Germany)
Greicy Winicki-Landman (USA)

9. The Local Organizing Committee (LOC)

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

10. Website

Follow us at:
https://hpm.sites.uu.nl/upcoming-meeting/

11. Contact

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

Snezana Lawrence
snezana@mathsisgoodforyou.com

Inquiries about the conference 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

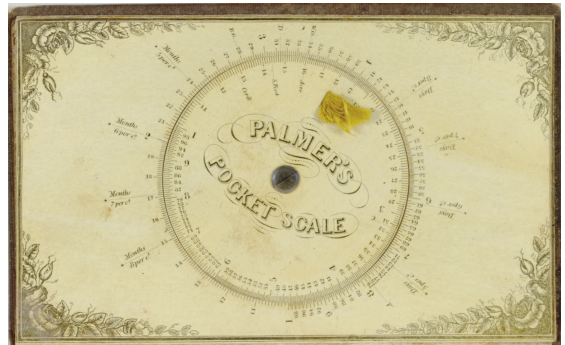Renaud Chorlay
renaud.chorlay@inspe-paris.fr

MAA CONVERGENCE

Slide (Rule) Your Way into Teaching Math through History with Convergence

An 1845 version of Palmer's Computing Scale. Christie's.

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 offering a variety of resources for use in your classroom.

Two ongoing article series highlighted techniques for bringing historical slide rules and digital emulators into classrooms. The reprints of the "Historically Speaking" columns from NCTM's *Mathematics Teacher* considered Philip S. Jones's discussion of "The Oldest American Slide Rule," a status he attributed to Aaron Palmer's Pocket Scale of the early 1840s. Peggy Aldrich Kidwell supplied new commentary. Amy Ackerberg-Hastings supplied numerous "Keys to Mathematical Treasure Chests" for finding and utilizing online collections of "Classroom Slide Rules."

Convergence also published its third Spanish translation of an article by Ximena Catepillán with the assistance of Samuel Navarro, "Ciclos de Tiempo Maya," by Sandra Monteferrante, which originally appeared in 2007 as "Maya Cycles of Time." Kevin DeLapp and Jessica Sorrells described their fruitful collaboration between mathematics instruction and humanities curricula in "Numbers, Infinity, and Reality: An Interdisciplinary Undergraduate Philosophy of Mathematics Course." The most recent addition to the collection of mini-Primary Source Projects from the TRIUMPHS team, "A Series of Mini-projects from TRansforming Instruction in Undergraduate Mathematics via Primary Historical Sources," is "Beyond Riemann Sums: Fermat's Method of Integration – A Mini-Primary Source Project for First-Year Calculus Students," by Dominic Klyve. Mike Molinsky's series of "Quotations in Context" now has entries for J. Robert Oppenheimer, Napoleon, and Voltaire.
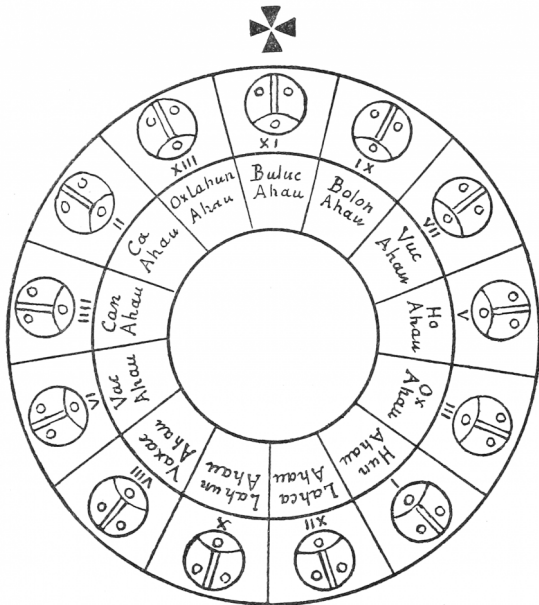
Fray Diego de Landa's sketch of the Maya
Round of the Katuns. *Wikimedia Commons*.
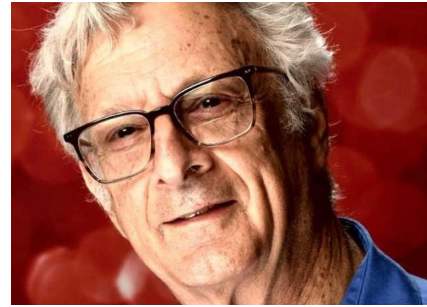
Finally, *Convergence* mourned the passing of founding co-editor Frank J. Swetz (1937–2023) and also brought its long-running series of general reprints from *Mathematics Teacher* to an end with "Seeking Relevance? Try the History of Mathematics," which offered both Frank's original 1983 article and an "epilogue" he wrote earlier this year in order to reflect on developments in the use of history to teach mathematics over the past four decades and assess the field's future prospects. On a happier note, we celebrated the selection of co-founding editor Victor Katz as the recipient of the MAA's 2023 Gung and Hu Distinguished Service Award. Victor sends his appreciation to the HPMers who contributed to his nomination (see note below).

Swetz and Katz.

See all of the articles mentioned above and more by starting at our home page: http://www.maa.org/press/periodicals/convergence.

Interested in contributing? We'd love to hear from you at convergence@maa.org!

Convergence publishes several types of articles, including:

- 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.
- 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.

- testimonials reporting on the application of historical activities, projects, or modules, including those listed in our [Classroom Resources Index](#).

Additionally, we welcome submissions related to the following *Convergence* features:

- [Mathematical Treasures](#) and [Portrait Gallery](#).
- [Problems from Another Time](#), highlighting historical problems.
- [On This Day](#), a listing of three or four historic mathematical events that happened on any given date.
- Today's Quotation, a quotation about mathematics from a historical figure selected from a [searchable database of quotations](#).
- [Conference Calendar](#), an up-to-date guide to conferences and events around the world that feature or include the history of mathematics and its use in teaching.

Please visit our [Guidelines for Authors](#) for more details on Convergence's submission and refereeing process.

Amy Ackerberg-Hastings,
Independent Scholar, USA

Janet Heine Barnett,
Colorado State University Pueblo, USA

Editors, *MAA Convergence*
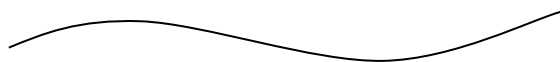
Victor Katz recipient of the 2023 MAA Gung and Hu Award for Distinguished Service to the Profession.

Our colleague Victor Katz, Professor of Mathematics emeritus at the University of the District of Columbia, was recently announced as the 2023 recipient of the Yueh-Gin Gung and Dr. Charles Y. Hu Distinguished Service Award.
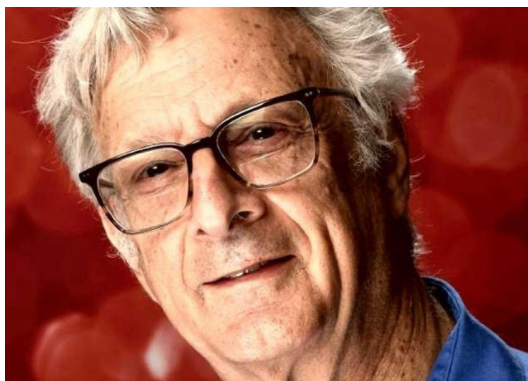
This award recognizes service to mathematics that has been widely acknowledged as extraordinarily successful. The contribution of these individuals influences the field of mathematics or mathematical education in a significant and positive way on a national scale.

You can find the press release for the reward at:

https://newsroom.maa.org/253781-maa-announces-the-2023-recipient-of-the-yueh-gin-gung-and-dr-charles-y-hu-distinguished-service-award

The full award citation and the awardee's response and biographical sketch can be found on of the Awards booklet:

https://www.maa.org/sites/default/files/Awards/MAAMathFest2023_PrizesAwards.pdf

Here we reproduce professor's Katz response in the ceremony which took place in Tampa, Florida, last August:

"It is a great honor to be recognized by the MAA through this award. But the accomplishments cited could never have been done without the assistance of numerous people. First and foremost, it was my wife Phyllis who encouraged me to write the textbook in the history of mathematics, when a publisher asked me to do so after rejecting my submission of a text teaching secondary mathematics using history. She has continued to support and encourage me in so many aspects of my career. Among the many historians of mathematics who were influential in my thinking about the history of mathematics were Ubiratan D'Ambrosio, Marcia Ascher, Joseph Dauben, Barnabas Hughes, Karen Parshall, and Uta Merzbach. And many people were influential in the creation and success of IHMT, including Fred Rickey, Florence Fasanelli, Marcia Sward, and Tina Straley. I also want to thank all of the participants in IHMT, many of whom continue to contribute to teaching the history of mathematics and its use in the classroom after many years. As to *Convergence*, it was created through a grant to the MAA, with myself and Frank Swetz as the original editors. But much of its success is due to the editors who followed, Janet Beery, Janet Barnett, and Amy Ackerberg-Hastings, to each of whom I extend my profound thanks and appreciation. I look forward to many more years of watching so many people humanize the teaching of mathematics through its history".

Antonio M. Oller-Marcén

New Society and Journal for Promotion of Teaching Mathematics with Primary Sources

The TRIUMPHS Society, TRansforming Instruction: Understanding Mathematics via Primary Historical Sources, has been recently formed in the United States with the following aims:

- Bring together practitioners and others interested in the use of primary historical sources in the teaching and learning of mathematics.
- Encourage and support the development and use of classroom resources based on primary historical sources.
- Share teaching experiences and publicize research based on the implementation of such resources.
- Promote the proliferation of primary source-based pedagogy in mathematics through conversation and professional development.

Founding members of the TRIUMPHS Society. Back row (L to R): Adam E. Parker, Michael P. Saclolo, Kathleen M. Clark, Mark Watford, Kenneth M. Monks. Front row (L to R): Daniel E. Otero, Dominic Klye, Janet Heine Barnett

Through its peer-reviewed journal, The Annals of the TRIUMPHS Society, the society intends to publish Primary Source Projects and similar classroom-ready materials designed to teach specific mathematical topics by engaging students with excerpts from primary historical sources, artifacts related to the development of such projects, and articles on scholarship related to the use of such materials. The Annals editorial board is currently working to establish a home for the journal; the first issue of is projected to appear in Fall 2024.

For more information about the new TRIUMPHS Society and journal, visit

https://triumphssociety.org

Janet Heine Barnett

Have you read these?

Abreu Mendes, I. (2023). Uma revisão do livro Anacronismos na História da Matemática: Ensaios sobre a interpretação histórica de textos matemáticos. *Revista Brasileira de História da Matemática*, *23*(47), 69–23.

Baltus, C. (2023). Poncelet's discovery of homology. *Historia Mathematica, 63*, 1–20.

Belcastro, A., & Fenaroli, G. (2023). A determination of Catalan numbers in 18th century Italy by Giovanni Rizzetti (1675–1751). *Historia Mathematica*, *64*, 34–47.

Bromberg, C. (2023). Tradução dos termos número e unidade do livro I do General Trattato di Numeri e Misure di Niccolò Tartaglia. *Revista Brasileira de História da Matemática*, *23*(46), 143–157.

Ciocci, A. (2023). Federico Commandino and the Latin edition of Apollonius's Conics (1566). *Archive for History of Exact Sciences*, *77*(4), 393–421.

Crippa, D., & Massa-Esteve, M.R. (Eds.) (2023). *The algebrization of mathematics during the 17th and 18th centuries. Dwarfs and giants, centres and peripheries*. College Publications.

Debuiche, V, & Brancato, M. (2023). Scientia Perspectiva. Leibniz and geometric perspective. *Historia Mathematica, 63*, 47–69.

Domingues, J.C. (2023). Geometry and analysis in Anastácio da Cunha's calculus. *Archive for History of Exact Sciences*, *77*(6), 579–600.

Gallego, D. C., & Josefa, D. A. (2023). Títulos, índices y prólogos de los libros intuitivos de Rey Pastor y Puig Adam. *Revista De História Da Educação Matemática*, *9*, 1–18.

Gray, J., Cherry, J.L., & Wagenmakers, E.J. et al. (2023). The Jeffreys–Lindley paradox: an exchange. *Archive for History of Exact Sciences*, *77*(4), 443–449.

Heller, H. (2023). Felix Klein's teaching of Galois theory. *Historia Mathematica, 63*, 21–46.

Kay, L.D. (2023). Felix Klein, Sophus Lie, contact transformations, and connexes. *Archive for History of Exact Sciences*, *77*(4), 373–391.

Lanius, M. (2023) Through the looking glass, and what algebra found there: historically informed conceptual metaphors of algebraic substitution and Gaussian elimination, *British Journal for the History of Mathematics*, *38*(2), 141–157.

Lawrence, S. (2023). Gersonides – Translating Divinity Within the Limits of Knowledge. In: A. Vestrucci (Ed.). *Beyond Babel: Religion and Linguistic Pluralism* (pp. 215–226). Springer.

Macuglia, D. (2023). SHAKE and the

exact constraint satisfaction of the dynamics of semi-rigid molecules in Cartesian coordinates, 1973–1977. *Archive for History of Exact Sciences*, *77*(4), 345–371.

Madrid, M.J., León-Mantero, C., Casas-Rosal, J.C. et al. (2023). Mathematics in the Spanish press: a case study of the 18th century journal Semanario de Salamanca. *Humanities and Social Sciences Communications*, *10*, art. number 78.

Martínez-Verdú, D., Massa-Esteve, M.R., & Linero-Bas, A. (2023). Infinite analytical procedures for the computation of logarithms in works by Benito Bails (1731–1797). *British Journal for the History of Mathematics*, *38*(2), 107–140.

Mendell, H. (2023). Hero and the tradition of the circle segment. *Archive for History of Exact Sciences*, *77*(5), 451–499.

Morey, B. (2023). O Tratado da circunferência de al-Kāshī. *Revista Brasileira de História da Matemática*, *23*(46), 23–142

Nothaft, C.P.E. (2023). Measurements of altitude and geographic latitude in Latin astronomy, 1100–1300. *Archive for History of Exact Sciences*, *77*(6), 537–577.

Pereira, P. S. (2023). Arquivo pessoal Ubiratan d'Ambrosio (APUA): desvelando a transdisciplinaridade. *Revista De História Da Educação Matemática*, *9*, 1–13.

Raynaud, D. (2023). Da Vinci's Codex Atlanticus, fols. 395r and 686r–686v,

refers to Leonardo Pisano volgarizzato, not to Giorgio Valla. *Historia Mathematica*, *64*, 1–18.

Roberti, V., & Peruzzi, G. (2023). The Helmholtz legacy in color metrics: Schrödinger's color theory. *Archive for History of Exact Sciences*, *77*(6), 615–635.

Rybski, D., & Ciccone, A. (2023). Auerbach, Lotka, and Zipf: pioneers of power-law city-size distributions. *Archive for History of Exact Sciences*, *77*(6), 601–613.

Schironi, F. (2023). Eudoxus' simultaneous risings and settings. *Archive for History of Exact Sciences*, *77*(4), 423–441.

Steele, J., de Jong, T. (2023). An early system A-type scheme for Saturn from Babylon. *Archive for History of Exact Sciences*, *77*(5), 501–535.

Wagner, R., & Netz, R. (2023). Between music and geometry: a proposal for the early intended application of Euclid's Elements Book X. *British Journal for the History of Mathematics*, *38*(2), 69–96.

Wardhaugh, B. (2023). Graphs in the 1680s: Martin Lister, Robert Plot, William Molyneux and John Warner. *British Journal for the History of Mathematics*, *38*(2), 97–106.

Wiescher, M. (2023). Julius Plücker – A path from geometry to optics. *Historia Mathematica*, *64*, 19–33.

La grande aventure des maths

(Lumni)
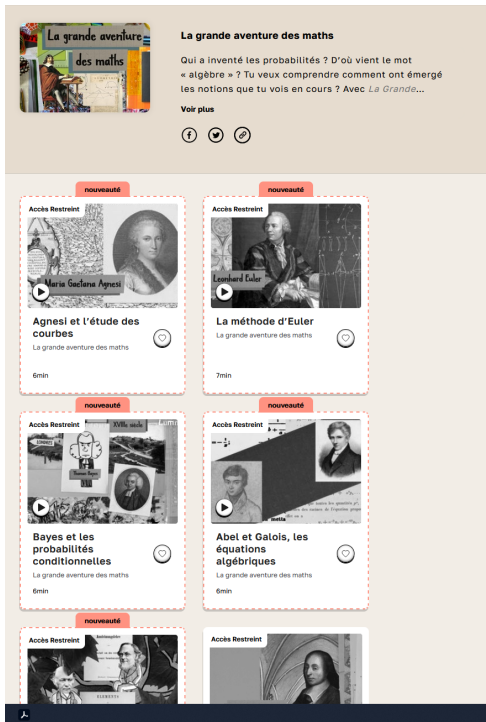
In France, a series of videos "la grande aventure des maths" (see PS) has been produced on the history of mathematics for high school pupils and anyone else interested. Each video is approximately 5 minutes long.
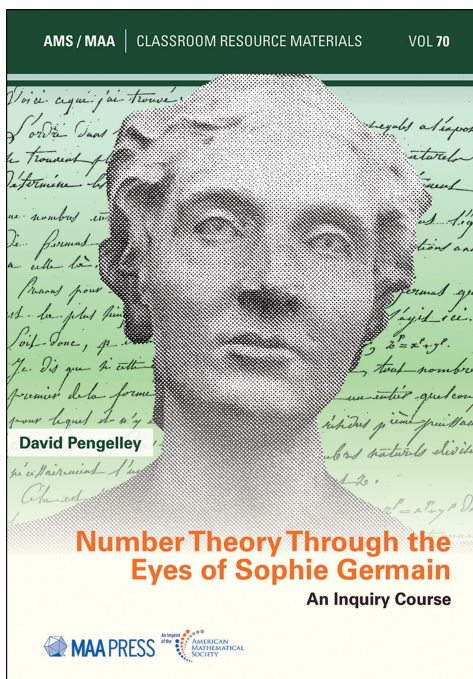
It's available (in French) free of charge on the French educational television website (lumni.fr).

https://www.lumni.fr/programme/la-grande-aventure-des-maths

Marc Moyon

Number Theory Through the Eyes of Sophie Germain: An Inquiry Course

David Pengelley, AMS

My book for teaching introductory number theory "à la Sophie Germain" (1776–1831) is now available from the American Mathematical Society under its MAA Press Imprint. Lots about the book, including description, contents, preface, two chapters, and reviews, is at:

https://bookstore.ams.org/view?ProductCode=CLRM/70#.

Number theory through the eyes of Sophie Germain: An inquiry course combines several special features in covering all the content of an introductory course:

A detective story around primary historical sources, mostly Sophie Germain's unpublished manuscripts and letters to Gauss and Legendre on Fermat's Last Theorem two hundred years ago; and

An inquiry pedagogy in which readers are guided to discover number theory through questions arising in Sophie Germain's writings, and to conjecture and prove results for themselves, via scaffolded tasks interwoven with narrative and primary source excerpts.

Table of contents:

1. Introduction.
2. Sophie Germain, number theory, and Fermat's last theorem.
3. Germain's plan to prove Fermat's last theorem.
4. Fermat's last theorem for exponent four.
5. Germain's grand plan and a letter to Gauss.
6. Congruence, Germain's basic lemma, systems of linear congruences, and higher power congruences.
7. Primitive roots.
8. Germain carrying out her grand plan.
9. Large size of solutions and Sophie Germain's theorem.
10. The demise of the grand plan: A letter to Legendre.
11. Prime patterns in quadratic forms.
12. How Fermat discovered his theorem, and other divisibility delights
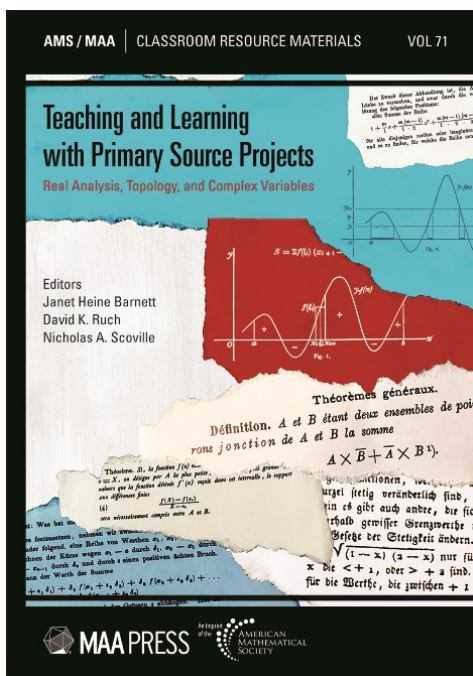
David Pengelley

Teaching and Learning with Primary Source Projects: Real Analysis, Topology, and Complex Variables

Janet Heine Barnett, David K. Ruch, Nicholas A. Scoville (Eds.), AMS

A new title from the American Mathematical Society, Teaching and Learning with Primary Source Projects, offers 24 Primary Source Projects for use in courses in real analysis, topology, and complex variables. Each project is designed to teach a specific mathematical topic by intertwining select excerpts from primary historical sources with a series of student tasks that prompt students to engage with the mathematics in the source material. The volume also contains a comprehensive historical overview of the sociocultural and mathematical contexts within which the three featured subjects developed, along with extensive implementation guidance for instructors interested in using Primary Source Projects in the classroom.

Additional information, including four sample chapters, is available at

https://bookstore.ams.org/view?ProductCode=CLRM/71.

The individual Primary Source Projects in the book, as well as the larger collection of such projects developed between 2015–2023 by the NSF-funded initiative TRansforming Instruction in Undergraduate Mathematics via Primary Historical Sources (TRIUMPHS), are also available for free download at

https://blogs.ursinus.edu/triumphs/

Janet Heine Barnett

HPM Book Reviews

Compiled by Gail FitzSimons

Menghini, M. (2023). Book Review: Learning from the history of mathematics education. Alexander Karp (Ed.) (2022). Advances in the history of mathematics education. *Educational Studies in Mathematics*, 114(2), 359-365. https://doi.org/10.1007/s10649-023-10251-y

Please send references to gfi@unimelb.edu.au

Announcements of Events

THE EIGHTH INTERNATIONAL CONFERENCE ON THE HISTORY OF MATHEMATICS EDUCATION (ICHME-8)

16-20 September, 2024
Institute for the History of Science. Polish Academy of Sciences. Warsaw, Poland

The first ICHME was held in Iceland (2009), followed by others in Portugal (2011), Sweden (2013), Italy (2015), the Netherlands (2017), France (2019) and Germany (2022). Each conference was followed by the publication of the proceedings, which became an important contribution to the field. The Eighth International Conference on the History of Mathematics Education will be held in 2024 in Warsaw, Poland.

General information, and the first announcement can be found in:

https://www.ihnpan.pl/the-eighth-international-conference-on-the-history-of-mathematics-education-first-announcement/

Karolina Karpińska

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
Łakoma, 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 Universite) & 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 Brussells, Belgium
Durnová, Helena	Masaryk University, Brno, Czech Republic
Đokić, 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
OReilly, 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
Pengelley, 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

Newsletter Distributors:

If you wish to be a distributor in a new or unstaffed area please contact the editors.

Area	Name and address	Email address
Argentina	Juan E. Nápoles Valdés, Lamadrid 549, (3400) Corrientes, ARGENTINA	napoles4369@gmail.com
Australia	Gail FitzSimons, 68 Bradleys Lane, Warrandyte, Victoria 3113, AUSTRALIA	gfi@unimelb.edu.au
Austria	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
Belgium and The Netherlands	Steven Wepster, Mathematical Institute, Utrecht University, Budapestlaan 6, P.O. Box 80010, 3508 TA Utrecht, NL	S.A.Wepster@uu.nl
Canada	Thomas Archibald, Mathematics Department, Acadia University, Wolfville, NS B0P1X0, CANADA	Tom.Archibald@acadiau.ca
China	Ma Li, Linkoping University, ITN, SE - 601 74 Norrkoping, SWEDEN	ma_li@mac.com
Colombia	Edgar Alberto Guacaneme, Facultad de ciencia y tecnología, Universidad Pedagógica Nacional – Bogotá, COLOMBIA	guacaneme@pedagogica.edu.co
Denmark	Tinne Hoff Kjeldsen, Department of Mathematical Sciences, University of Copenhagen. Universitetsparken 5, 2100 Copenhagen Ø, DENMARK	thk@math.ku.dk
France	Evelyne Barbin, Centre François Viète, Faculté des sciences et des techniques, 2 Chemin de la Houssinière, BP 92208, 44322 Nantes cedex, FRANCE	evelyne.barbin@wanadoo.fr
Germany	Gert Schubring, Inst. f. Didaktik der Math., Universitaet Bielefeld, Postfach 100 131, D-33501, Bielefeld, GERMANY	gert.schubring@uni-bielefeld.de
Hungary	Kati Munkácsy, Eötvös Loránd University, Centre of Mathematics Education, Budapest, street Pázmány 1/c, HUNGARY	katalin.munkacsy@gmail.com
Iceland	Kristín Bjarnadóttir, University of Iceland, School of Education, v. Stakkahlid 105 Reykjavík, ICELAND	krisbj@hi.is
Iran	Mohammad Bagheri, P.O.Box 13145-1785, Tehran, IRAN	sut5@sina.sharif.edu
Israel	Ted Eisenberg, Mathematics Department, Ben Gurion University of the Negev, Beer-Sheva 84105, ISRAEL	eisen@math.bgu.ac.il eisenbt@barak-online.net
Italy	Marta Menghini, Dipartimento di Matematica (Universita` La Sapienza), Piazzale A. Moro 5, 00185 Roma ITALY	marta.menghini@uniroma1.it
Japan	Osamu Kota, 3-8-3 Kajiwara, Kamakura Kanagawa-ken, 247-0063 JAPAN	kota@asa.email.ne.jp
Malaysia	Mohamed Mohini, Department of Science and Mathematical Education, Universiti Teknologi Malaysia, 81310 Johor, MALAYSIA	mohini@fp.utm.my
Mexico	Alejandro R. Garciadiego, Caravaggio 24, Col. Nonoalco Mixcoac Del. Benito Juárez 03700 México, D. F. MÉXICO	gardan@servidor.unam.mx
Morocco	Abdellah El Idrissi, E.N.S. B.P: 2400 Marrakech, 40 000, MOROCCO	a_elidrissi@hotmail.com
New Zealand	Brenda Bicknell, Faculty of Education, University of Waikato, Private Bag 3105, Hamilton 3240, NEW ZEALAND	bicknell@waikato.ac.nz

Area	Name and address	Email address
Other East Asia	Gloria Benigno, Department of Education, Culture and Sports, Region X, Division of Misamis Occidental, Oroquieta City, PHILLIPINES	glorya4444@yahoo.com
Peru	María del Carmen Bonilla, Calle Reni 272, San Borja, Lima 41. Lima, PERU.	mariacbonillat@gmail.com
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 America	Marcos Vieira Teixeira, Departamento de Matemática, IGCE – UNESP, Postal 178, 13 500 - 230 Rio Claro, SP BRAZIL	marti@rc.unesp.br
South Asia	Prof. R. C. Gupta, Ganita Bharati Academy, R-20, Ras Bahar Colony, Jhansi-284003, U.P. INDIA	
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@up.ac.mz
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	Wann-sheng Horng, Math Dept NTNU, 88 Sec.4, Tingchou Rd., Taipei, TAIWAN	horng@math.ntnu.edu.tw
Turkey	*- still vacant -*	
United Kingdom	Snezana Lawrence, Middlesex University, London, England, UK	snezana@mathsisgoodforyou.com
United States of America	David L. Roberts, Prince George's Community College, Largo, Maryland, USA	robertsdl@aol.com

Table of contents

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/

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

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
115	12 February 2024	March 2024
116	12 June 2024	July 2024
117	12 October 2024	November 2024

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.