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

Nº 119 **July 2025**

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

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

NOTE FROM THE CHAIR

Dear colleagues,

July has come, and many of us in the northern hemisphere are facing our summer holidays. Before that well-deserved rest arrives, here we have a new issue of our newsletter. It contains the regular bibliographical sections about recent publications in our field together with other useful and interesting news, such as the announcement of a recent book in honor of Gert Schubring's 80th birthday.

Our colleagues from *MAA Convergence*, as usual, are sharing with us new information and contents from their journal. Somewhat related, Janet Barnett informs about the celebrations around the 30th anniversary of the Institute for the History of Mathematics and its Use in Teaching (IHMT). Finally, we are pleased to announce the publication of the inaugural issue of the new journal "Annals of the TRIUMPHS Society". Congratulations to the editors! We are sure that this is the first of many interesting issues to come.

By this time next year, we will (hopefully) be in Aveiro (Portugal) enjoying the 10th European Summer University on History and Epistemology in Mathematics Education (ESU-10). It will be a wonderful opportunity to enjoy a beautiful location, to engage in interesting scientific discussions, and to meet new and old friends. In this issue you can find more information and the link to the first announcement of this event.

Unluckily, there is also sad news to share. Recently, our colleague Bert Zwaneveld passed away. We publish here an obituary written by Dirk De Bock, who kindly agreed to undertake this difficult and unpleasant task. Thank you very much for doing so. Bert will be missed, and we send our condolences to his family and friends.

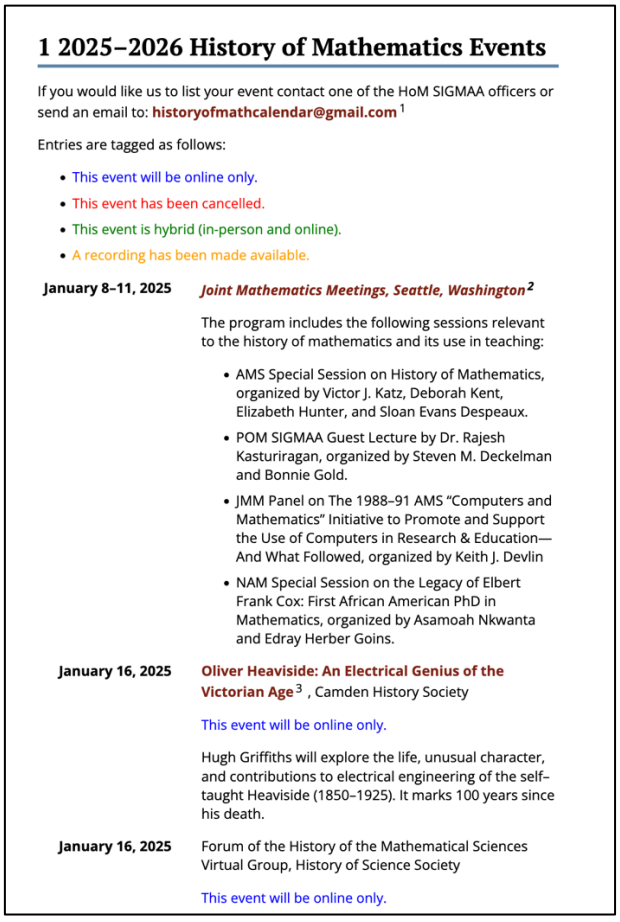
In the past issue I closed my note talking about non-English research communities in our field. In this issue you can find two pieces of information in this line. First, there is the announcement of a conference (The Seventh National School on History and Mathematics Education) that will take place in Colombia next October. Second, you can find a French website (*Images des mathématiques*) publishing dissemination papers to outreach the public. We encourage all of you to share events and initiatives that might be of interest for all of us despite their eventually local nature.

Antonio M. Oller Marcén

MAA CONVERGENCE
Two Ways to Read MAA Convergence

MAA Convergence, the MAA's refereed online journal for the use of the history of mathematics to teach mathematics, remains in transition between the MAA's former website and its new home within the Taylor & Francis suite of MAA journals. Content published between 2004 and 2024 continues to be freely available to a worldwide audience at https://old.maa.org/press/periodicals/convergence. Please use aids for readers such as the Annual Tables of Contents, Classroom Resources Index, and Index to Mathematical Treasures to locate classroom materials for a variety of topics, time periods, and implementation time. We have recently been informed that these pages will remain live until **Summer 2026**, and we retain editing access to the site, so please contact us at convergence@maa.org if you encounter broken links or other issues with an article. We almost certainly will be able to repair the problem.

We are also pleased to announce that the History of Mathematics Special Interest Group of the MAA (HOM SIGMAA) has assumed the management of *MAA Convergence*'s long-running calendar of events relevant to the history of mathematics and its use in teaching. Visit https://homsigmaa.net/, click on MENU in the upper-right corner, and select History of Mathematics Events Calendar. Listings may be sent to historyofmathcalendar@gmail.com for addition to the Calendar.



1 2025–2026 History of Mathematics Events

If you would like us to list your event contact one of the HoM SIGMAA officers or send an email to: **historyofmathcalendar@gmail.com** [1]

Entries are tagged as follows:

- This event will be online only.
- This event has been cancelled.
- This event is hybrid (in-person and online).
- A recording has been made available.

January 8–11, 2025 ***Joint Mathematics Meetings, Seattle, Washington*** [2]

The program includes the following sessions relevant to the history of mathematics and its use in teaching:

- AMS Special Session on History of Mathematics, organized by Victor J. Katz, Deborah Kent, Elizabeth Hunter, and Sloan Evans Despeaux.
- POM SIGMAA Guest Lecture by Dr. Rajesh Kasturiragan, organized by Steven M. Deckelman and Bonnie Gold.
- JMM Panel on The 1988–91 AMS "Computers and Mathematics" Initiative to Promote and Support the Use of Computers in Research & Education—And What Followed, organized by Keith J. Devlin
- NAM Special Session on the Legacy of Elbert Frank Cox: First African American PhD in Mathematics, organized by Asamoah Nkwanta and Edray Herber Goins.

January 16, 2025 **Oliver Heaviside: An Electrical Genius of the Victorian Age** [3] , Camden History Society

This event will be online only.

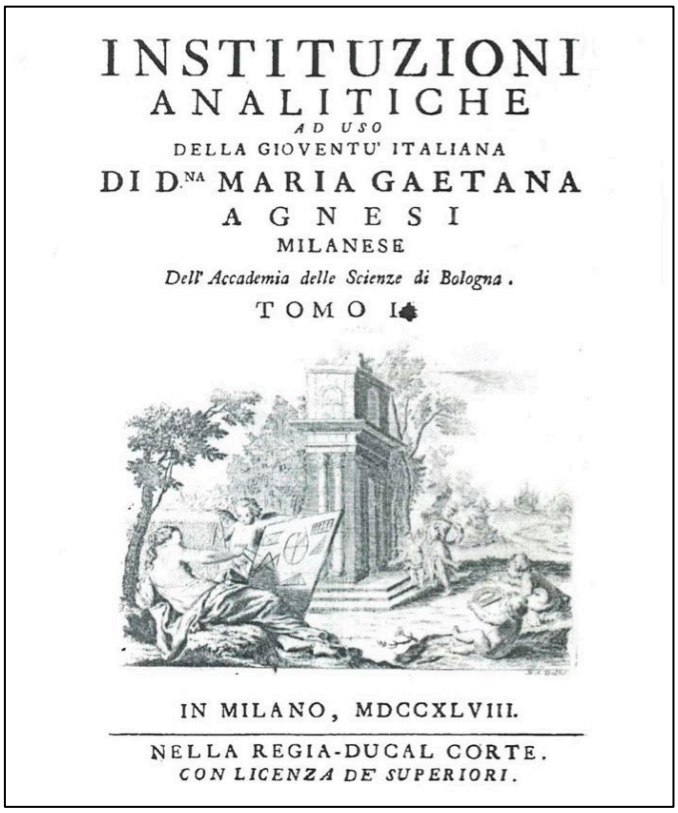
Hugh Griffiths will explore the life, unusual character, and contributions to electrical engineering of the self-taught Heaviside (1850–1925). It marks 100 years since his death.

January 16, 2025 Forum of the History of the Mathematical Sciences Virtual Group, History of Science Society

This event will be online only.

The History of Mathematics Events Calendar in its new location on HOM SIGMAA's website.

Meanwhile, *MAA Convergence* is publishing new material for 2025 and beyond at https://maa.tandfonline.com/journals/ucnv20. (The MAA is also in the process of preparing the 2004–2024 articles for transfer to the T&F platform.) For the most part, readers need to be MAA members or at institutions with library subscriptions to the appropriate T&F database to access this content without charge. However, two articles are currently available open access: Welcome to *MAA Convergence*, in which we discuss the journal's aims and scope, and the penultimate entry in our long-running series of mini-Primary Source Projects from the TRIUMPHS team's A Series of Mini-projects from TRansforming Instruction in Undergraduate Mathematics via Primary Historical Sources. In "Three Hundred Years of Helping Others: Three Mini-Primary Source Projects for Precalculus Students," Kenneth M Monks shows how to use excerpts from the first volume of Maria Gaetana Agnesi's 1748 *Instituzioni analitche ad uso della gioventù italiana* to motivate deeper understandings of exponents, the Rational Root Theorem, and the simplification of radicals.

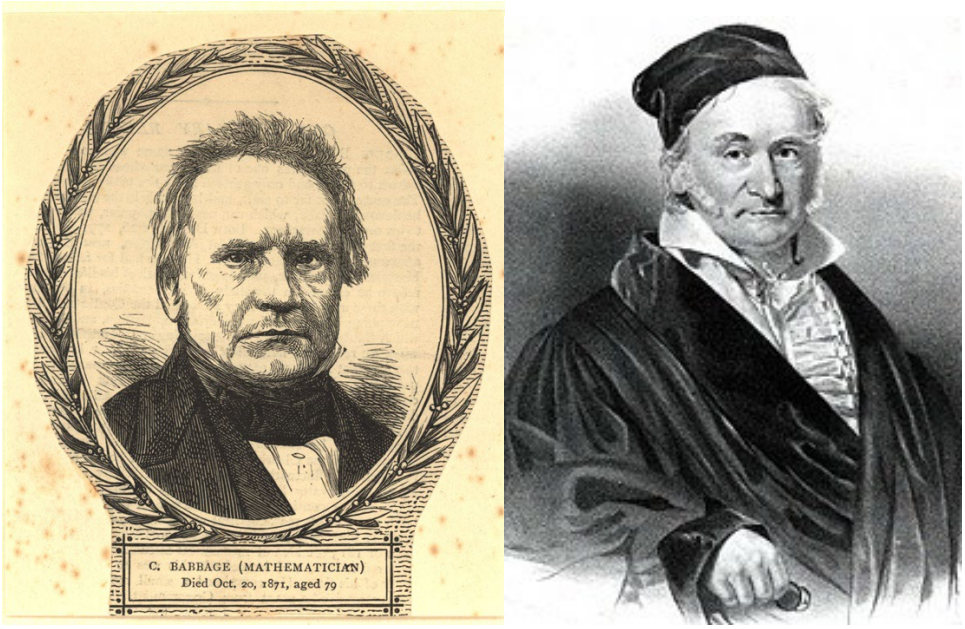

INSTITUZIONI
ANALITICHE
AD USO
DELLA GIOVENTU' ITALIANA
DI D.NA MARIA GAETANA
AGNESI
MILANESE
Dell' Accademia delle Scienze di Bologna.
TOMO I.
IN MILANO, MDCCXLVIII.
NELLA REGIA-DUCAL CORTE.
CON LICENZA DE' SUPERIORI.

Title page from Agnesi's *Instituzioni analitche*, vol. 1. Internet Archive.

Additionally, at the T&F site, subscription readers can find the latest installment of our "Historically Speaking" series, edited by Betty Mayfield, in which Dan Curtin responds to a set of three 1954 *Mathematics Teacher* columns by Phillip S. Jones on the theme of "Complex Numbers: An Example of Recurring Themes in the Development of Mathematics." In particular, Curtin considers the evolution of historical scholarship on this topic over the past 70 years, and he notes a connection to ham radio that he shares with Jones. Our first Mathematical Treasure in our new location features images from Brook Taylor's 1715 *Methodus Incrementorum Directa et Inversa,* brought to our readers by Kyle Riley of the South Dakota School of Mines & Technology.

Finally, Michael Molinsky has provided commentaries on two additional quotations about mathematics and mathematicians for his series of "Quotations in Context":

- “Errors using inadequate data are much less than those using no data at all,” attributed to Charles Babbage;
- “When a philosopher says something that is true, then it is trivial. When he says something that is not trivial, then it is false,” attributed to Carl Friederich Gauss.



Babbage and Gauss, *MAA Convergence* Portrait Gallery.

We encourage you to visit both of our locations and make *MAA Convergence*’s content a regular feature of your mathematics classroom!

Amy Ackerberg-Hastings
Independent Scholar (USA)

Daniel E. Otero
Xavier University (USA)

Editors, *MAA Convergence*

Annals of the TRIUMPHS Society Inaugural Issue TRansforming Instruction: Understanding Mathematics via Primary Historical Sources

On behalf of the The TRIUMPHS Society and the *Annals of the TRIUMPHS Society* editorial board, we are pleased to announce the publication of the inaugural issue of the *Annals.*

Currently, this issue contains two Primary Source Projects that introduce:

1. The Newton-Raphson method with the PSP "The Fourth Root of 2,741,583,974" by authors Abe Edwards and Robert Bell.
2. The fundamental ideas of group theory and operations with permutations with Janet Heine Barnett's "An Independent Theory of Permutations: Early Group Theory in the Work of A.-L. Cauchy".

Under a "publish as you go" model, this inaugural issue may expand throughout the year with additional pieces related to the teaching of mathematics with (primary) historical sources. Therefore, we encourage you to visit the *Annals* site regularly or watch out for future announcements and to become involved with The TRIUMPHS Society. In the meantime, we hope that you enjoy perusing and using the current content.

Kenneth M Monks, College of Southern Nevada

Michael P. Saclolo, St. Edward's University

Editors-In-Chief, *Annals of the TRIUMPHS Society*

ESU-10 Information. First announcement

Dear all,

The ESU-10 International Scientific Program Committee is pleased to announce the availability of the activity application form for the **10th European Summer University on History and Epistemology in Mathematics Education** (ESU-10), to take place from July 20 – 24, 2026 at the Departamento de Matemática of the **Universidade de Aveiro in Portugal**.

Since the first ESU was held in Montpellier in 1993, the principal aims of these events have been:

- to provide a forum for presenting research in mathematics education and innovative teaching methods based on a historical, epistemological and cultural approach to mathematics and their teaching, with an emphasis on actual implementation;
- to offer an opportunity for mathematics teachers, educators and researchers to share their historical knowledge, their teaching ideas and their classroom experiences related to this perspective; and
- to motivate further collaboration along the above lines among members of the mathematics education community in Europe and beyond.

In keeping with these aims, the ESU is more a collection of intensive courses than a conference for researchers. It is a place where teachers and researchers meet and work together. It is also a place where both beginners in the use of the history of mathematics in its teaching and those who are more experienced researchers and teachers present their teaching experiences for the benefit of all participants and to gain constructive feedback from them — and it encompasses all levels of education, from primary school to tertiary education, including in-service teacher training.

The ESU scientific program will include plenary lectures by highly recognized scholars and invited panels, as well as contributed workshops, oral presentations, posters and exhibitions of books and other didactical material. There will also be an organized social program.

The deadline for submitting proposals for contributed activities is 31 October 2025.

For further information, see the first announcement or visit the ESU10 website.

Seventh National School on History and Mathematics Education

The Seventh National School on History and Mathematics Education (7th ENHEM) will be held from October 6 to 8, 2025, at the Universidad de Nariño, in the city of Pasto, Colombia. This event brings together researchers, teachers, and students interested in the historical, philosophical, and didactical studies of mathematics.

The 7th ENHEM aims to foster an academic space for interdisciplinary dialogue, critical reflection, and the collective construction of knowledge around the history and teaching of mathematics. The school seeks to strengthen a community committed to the analysis of mathematical practices, foundations, and narratives in diverse educational contexts.

For more information on the thematic strands, participation formats, fees, and other details, please visit: ENHEM 7

Anniversary Commemorations: Celebrating the Institute on the History of Mathematics and its Use in Teaching

Thirty years ago this June, a group of about 35 mathematics faculty came together at American University (AU), in the sweaty heat of a Washington DC summer, for three weeks of intensive training on the history and pedagogy of mathematics. When the group returned the following summer (1996), it was joined at the Institute for the History of Mathematics and its Use in Teaching (IHMT) by a second cohort of fellows, which in turn welcomed a third cohort the subsequent summer (1997). Funded by the US National Science Foundation (NSF), IHMT was directed by two well-known HPM members, V. Frederick Rickey and Victor Katz, together with Steven Schot of AU. Yet another long-term member of the HPM community, Florence Fasanelli, was instrumental in working with Victor and Fred to bring IHMT to life and in mentoring its fellows over the years. Lecturers in the program were also a veritable who's who of highly regarded historians—many also members of the HPM community—and included (among others): Tom Archibald, Marcia Ascher, Ron Calinger, Ubi D'Ambrosio, Bill Dunham, Harold Edwards, John Fauvel, Judy Grabiner, Uta Merzbach, Karen Parshall, David Pengelley, Kim Plofker, Helena Pycior, and Eleanor Robson.

IHMT offered unprecedented training to those who were fortunate enough to participate in it. These fellows not only infused history into their own teaching but went on to author hundreds of research papers and teaching modules based on the history of mathematics, and to provide leadership in the field. As just one example, following in the footsteps of IHMT organizers Florence Fasanelli, Victor Katz and Fred Rickey, each of whom served as chair of the HPM-Americas section, IHMT fellow Robert Stein was instrumental in organizing the 2008 HPM meeting in Mexico City during his term as chair of that section. Other accomplishments of IHMT fellows include:

- Ed Sandifer's long-running "How Euler Did It" column;
- original-source reading groups ARITHMOS (founded by Ed Sandifer and Rob Bradley) and ORESME (founded by Danny Otero and Dan Curtin);
- textbooks such as *Math Through the Ages: A Gentle History for Teachers and Others* by Fernando Gouvea and William Berlinghoff and *Geometry: The Line and the Circle* by Maureen Carroll and Elyn Rykken;
- organizations such as the Euler Society and HOM SIGMAA; and
- further NSF grants that established the journal *MAA Convergence* and supported the TRansforming Instruction in Undergraduate Mathematics via Primary Historical Sources (TRIUMPHS) project.

IHMT fellows in turn mentored and influenced a second generation of educators and scholars in the HPM field, whose "next generation" contributions include the Euler Archive (founded by Dominic Klvve and Lee Stemkoski) and the journal *Euleriana* (founding editors Erik Tou and Chris Goff).

Several IHMT fellows also served as team leaders for the Historical Modules Project (1998–2001), which produced *Historical Modules for the Teaching and Learning of Mathematics*, a CD containing eleven book-length sets of historical lesson materials written by teams of high school teachers (led by IHMT graduates) and edited by project directors Victor Katz and Karen Michalowicz. While the CD had a major influence in its own right, perhaps the greatest impact that the Historical Modules Project had was on the career of former HPM President Kathy Clark, who participated in the project as a high school mathematics teacher, went on to complete a Ph.D. on the effectiveness of using history in teaching logarithms, and has since served as a leading researcher and expert on the relations between history in mathematics pedagogy and teacher education.

As the first of several anniversary commemorations planned to take place over the coming few years, an Invited Paper Session will be offered at the Mathematical Association of America (MAA) MathFest conference in Sacramento, California, August 6–9, 2025. The session will recognize IHMT's ongoing impact via snapshots from the scholarship in the history of mathematics and its use in the teaching of mathematics that has been produced by project participants and those whose work has been shaped by IHMT fellows. Members of the HPM community are cordially invited to attend the session; to join its organizers, sponsors, and speakers in congratulating Fred, Victor, and Florence on the astounding success of the Institute; and to share their own observations and ideas about prospects for creating pathways in the 21st century to guide mathematicians and secondary teachers into the rich possibilities unleashed by researching, writing, and teaching the history of mathematics.

SCHEDULE OF TALKS
IHMT: 30 Years of Impact on Education and Research
Invited Paper Session, MAA MathFest 2025
Thursday, August 7, 2:00 pm - 5:50 pm

Organizers: Amy Ackerberg-Hastings and Danny Otero, co-editors, *MAA Convergence*
Sponsors: *MAA Convergence*, HOM SIGMAA, TRIUMPHS Society, Euler Society, Canadian Society for History and Philosophy of Mathematics, HPM-Americas Section

- **Greetings from IHMT Founders and Fellows**, featuring in-person and recorded messages from those who conceived of, secured NSF grants for, and led the program
- **IHMT and 35+ years of teaching with primary historical sources: Influences, melding pedagogies, collaborations, and impacts on historical research**, David Pengelley (Oregon State University)
- **Jacob Bernoulli's work on infinite series**, Stacy Langton (University of San Diego)
- **Transforming Instructors of Undergraduate Mathematics: IHMT, Primary Historical Sources, and More**, Janet Heine Barnett (Colorado State University Pueblo), Daniel E. Otero (Xavier University), and Dominic Klyve (Central Washington University)
- **How the IHMT led me to a minus times a minus is a minus**, Daniel J. Curtin (Northern Kentucky University)
- **Rediscovering Euclid's *Elements***, Maureen T. Carroll (University of Scranton) and Elyn Rykken (Muhlenberg College)
- **The Transformational Experience of IHMT: From Secondary Teacher to University Instructor and Researcher**, Kathleen M. Clark (University of Alabama at Birmingham)
- **Discussion: The Future of the History of Mathematics and its Use in Teaching**,
  NOTE: All talks and discussions in the session will be recorded; details on how to obtain access to those recordings will appear in a future issue of this newsletter.

Yet another upcoming event that will commemorate IHMT's contributions and reflect on future directions for the use of history in teaching mathematics is a roundtable sponsored by the Forum for the History of the Mathematical Sciences at the History of Science Society Annual Meeting in New Orleans, Louisiana, November 13–16, 2025. "Adding It Up: The past and future of history in the mathematics classroom" will include organizers and panelists Brit Shields (University of Pennsylvania), Emily Hamilton (University of Massachusetts Amherst), Danniel E. Otero (Xavier University), Amy Ackerberg-Hastings (*MAA Convergence*), Andrew Fiss (Michigan Technological University), and Sloan Despeaux (Western Carolina University).

For more about IHMT and its early impact, see Janet Beery's tenth-anniversary article in the HPM Newsletter, Issue No. 62 (July 2006), pages 17–21.

Janet Heine Barnett
Colorado State University Pueblo (emerita)

Images des mathématiques

Images des mathématiques is a website supported by the French CNRS since 2009, whose purpose is to present current research in mathematics, to shed light on older results that reflect the diversity of activities within the discipline, and also to portray mathematicians. It is aimed at a variety of audiences (general public, secondary school teachers, high school students, university students, trainers, academics), primarily outside the academic world: it thus seeks to help bring the general public closer to mathematics. To this end, the published articles are classified according to a color code based on their reading difficulty (Green track: general public; Blue track: middle school mathematics; Red track: more advanced audience or high school mathematics; Black track: advanced audience or higher education mathematics; Off-piste). So, *Images des mathématiques* does not publish research articles but rather outreach and popular science articles at the interface between contemporary research, teaching, history, or sociology of mathematics. Readers are invited to participate in the discussion by adding comments to the articles.

The site is managed by an editorial committee: it oversees the editorial policy of the site, controls all content, coordinates the proofreading work, and invites mathematicians to submit articles.

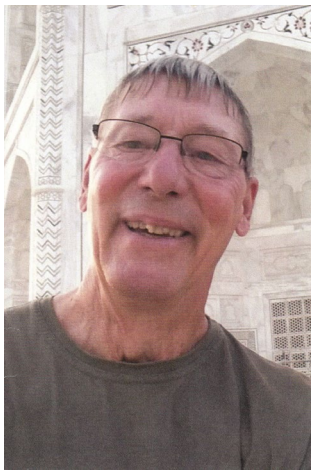
Articles dealing with the history of mathematics are managed by a dedicated subcommittee composed of historians of mathematics. On the website, these articles are labeled "history of mathematics" using a tagging system presented as a word cloud, and they appear in the site's "journal". They are written by historians of mathematics, who provide insights into current research in the history of mathematics, as well as into the men and women who, at a certain time and place, contributed to mathematics—their work, their practices, and their environments. Some articles on the history of mathematics may also be tagged more specifically according to their content: "From the side of letters," when the article aims to present and comment on an epistolary document; "From the side of places," when it aims to present and comment on a physical location of mathematical production or circulation. All the articles provide historical documents that can contribute to the development of mathematics lessons/activities for secondary education.

Since 2009, more than 130 articles on the history of mathematics have been published on the site. They cover all periods, from antiquity to the contemporary era, and concern geographic areas not limited to Europe, embracing a variety of themes: underground geometry in modern Prussia; the careers of geometers in 19th-century French Algeria; numeration in Mesopotamia; a portrait of Gaspard Monge; the geometry of artisans in Islamic countries, and more.

The committee for articles on the history of mathematics is willing to support the publication of articles submitted in English and offers a French translation as the edited version on the website.

In Memory of Bert Zwaneveld

Professor Bert Zwaneveld passed away on April 30, 2025. A few months earlier, in September 2024, he had actively participated in the 8th International Conference on the History of Mathematics Education (ICHME-8) in Warsaw, accompanied by his wife Carla. Many colleagues in the field of the history of mathematics education will know Bert from his participations in the ICHMEs or other scientific meetings. Bert leaves behind Carla, his two children Cas and Brechtje, and two grandchildren, Toon and Marijn.



Over the past decade, I had the privilege of working closely with Bert (see below), but first I will provide a brief overview of Bert's rich and varied professional career in general. I gathered my information mainly from an interview Harm Jan Smid conducted with Bert about ten years ago. The interview was published in a collection marking the 90th anniversary of the *Nederlandse Vereniging van Wiskundeleraren* (NVvW) [*Dutch Association of Mathematics Teachers*][1]. I also found inspiration in an *In Memoriam* for Bert that will appear in *Euclides*, the journal of the NVvW, authored by Harm Jan Smid, Martinus van Hoorn, Jacob Perrenet, Francis Meester and myself.

Bert was born on March 17, 1946, in Amsterdam, where he attended primary and secondary school. After that, he decided to study mathematics at the University of Amsterdam, 'applied' mathematics although he said it was all purely theoretical… After graduation he started working as a mathematics teacher at the *Ignatius College* in Amsterdam. About Bert as a mathematics teacher, his former colleague Francis Meester wrote:

> From the beginning, we were math buddies [...] We developed tests and extra teaching materials; we participated in summer courses, including on graph theory and made an enrichment booklet out of that for students. [...] There was also a kind of rivalry, at least that's how it felt to me. Bert was better at math than I was; he dared to think aloud and make mistakes. I couldn't. I had to be sure of my case.

In 1971, Bert was appointed (part-time) lecturer in didactics and became involved in the *Didactiekcommissie* [*Didactical committee*] of the NVvW. His first publications on didactics of mathematics appeared and in 1975 he joined the team of authors of *Passen en Meten* [*Fitting and*

[1] Smid, Harm Jan (2015). *Zestig jaar hart voor wiskundeonderwijs. Een geschiedenis van het Nederlandse wiskundeonderwijs in 10 portretten.* NVvW.

Measuring], the first textbook series for lower vocational education without set theory. Later, around 1982, Bert joined the team of authors for the upper grades of *Moderne Wiskunde* [*Modern Mathematics*], a textbook series intended for students preparing for higher professional education. Bert also chaired the author meetings. Martinus van Hoorn, also a former member of that author team, testified:

> Bert made sure everyone had their say, handled emotions with integrity and stood firmly behind the choices made, whether they were his own or not.

In circles of Dutch mathematics teachers, however, Bert Zwaneveld's name is inextricably linked to the NVvW, especially to its journal *Euclides*. At the age of 30, in 1976, Bert became chair of the editorial board and editor-in-chief (until 1987, these positions were not separate), which he combined with a full-time teaching job. He resigned in 1983, but returned as chairman of the editorial board between 1991 and 1998. When Bert joined *Euclides*, it was a journal with a lot of mathematics but less didactics; he set himself the goal of increasing the share of the latter, a difficult process in which he succeeded only partially. Together with his board members, however, Bert did pave the way for the modern professional journal with a magazine-like layout as we know it today.

A crucial step in Bert's career followed in 1986: he moved to the Faculty of Technical Sciences (mainly computer science) of the Open University Heerlen. He became 'course team leader', a position similar to that of a university lecturer, but without teaching students on campus. In 1999, he defended his dissertation on knowledge graphs in mathematics education, and in 2004, he was promoted professor responsible for the chair 'professionalization of teaching staff'. In research, Bert showed particular interest in statistics, ICT, mathematical modeling and informatics in education; in the latter area, he was a pioneer in the Netherlands. As an expert in mathematical modeling, in 1997 he became the chairman of the committee responsible for the final examinations that focus on modeling and applications (called 'mathematics A' in the Netherlands), a position that Bert would hold for ten years. One of the problems Bert faced was that mathematical models in examinations were almost always presented as ready-made solutions, which was contrary to the spirit of 'mathematics A'. During that time, Bert often conducted research with Jacob Perrenet, resulting in dozens of papers, their best probably being: *The Many Faces of the Mathematical Modeling Cycle*[2]. This brings me seamlessly to the last part of this obituary.

In July 2015, Bert participated in the 17th International Conference on the Teaching of Mathematical Modeling and Applications (ICTMA-17) in Nottingham. It was one of the forums where Bert and the undersigned were active at the time. Bert presented a paper on modeling in Dutch textbooks and wondered aloud: Is it genuine mathematical modeling? We stayed at the same hotel and in the evening, while enjoying some local beers, we got into conversation. We discovered that we shared not only the same language but also some common interests and, to a certain extent, a similar background: We had both been mathematics teachers for a time, had earned a PhD in the middle of our careers, and had eventually entered academia and the world of mathematics education research. Five years earlier, I had partially reoriented my research toward the history of (Belgian) mathematics education. Bert was also very interested in history, as evidenced by his co-editorship of and contributions to the book *Honderd jaar Wiskundeonderwijs* [*A Hundred Years of Mathematics Education*][3] and by his participation in the annual symposia of the *Werkgroep Geschiedenis* [*Working Group on History*] of the NVvW.

[2] Perrenet, Jacob, & Zwaneveld, Bert (2012). The many faces of the mathematical modeling cycle. *Journal of Mathematical Modelling and Application, 1*(6), 3–21.

[3] Goffree, Fred, van Hoorn, Martinus, & Zwaneveld, Bert (Eds.) (2000). *Honderd jaar wiskundeonderwijs.* NVvW.

We decided to join forces and started a study about the international debates on the role of applications and modeling during the heyday of New Math, roughly the period between the Royaumont seminar in 1959 and the first ICME congress in Lyon in 1969. In 2017, two years after our meeting in Nottingham, Bert presented our joint work at ICTMA 18 in Stellenbosch and at ICHME-5 in Utrecht. We enjoyed this first collaboration and decided to continue working together. We felt that we complemented each other well. The ICHMEs would become Bert's last scientific 'habitat'. He was not only among colleagues, but also 'among friends'; he felt 'at home'. In terms of content, Bert was particularly interested in personalities who had contributed to shaping mathematics education in the Netherlands and who were also known outside the Netherlands during their lifetime. A study on Pierre (and Dina) van Hiele, presented at ICHME-8, would be his swan song. He already had some difficulty in walking at times and was grateful for the support his wife and colleagues offered him. But he attended all the scientific sessions, always seated in one of the front rows. Following interventions by other researchers, he often asked pertinent, sometimes quite critical questions. Staying active and engaged in a field where he could make a difference, as long as possible, gave Bert great satisfaction and lots of positive energy.

Bert, with Dirk de Bock and Harm Jan Smid during a boat trip on the Rhine following ICHME-7 (September 2022). Picture by Marjan Driessen.

We will remember Professor Bert Zwaneveld as a committed and passionate scholar in the field of history of mathematics education. His thoughtful contributions have made a lasting impression on many of us, both personally and academically. Bert, we will miss you!

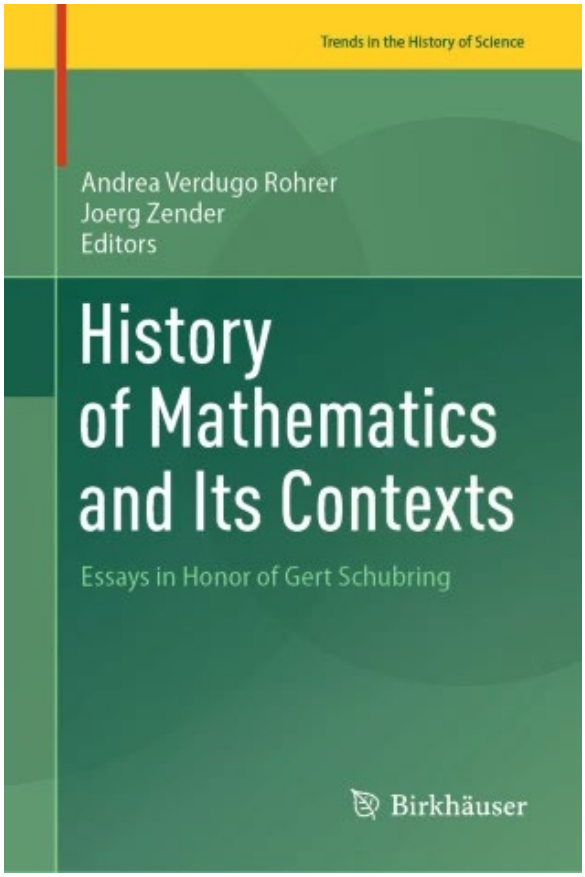
Dirk de Bock

UK Leuven (Belgium)

Book in honor of Gert Schubring's 80th birthday

Last November, Andrea Verdugo Rohrer and Joerg Zender edited a new volume in Springer's *Trends in the History of Science* series. This book is intended as a tribute to our colleague Gert Schubring on his 80th birthday. It contains 16 essays on different topics related to the history of mathematics education, written by renowned researchers from all over the world.

We congratulate the editors for their work in this interesting volume, and we recommend reading it, as well as many of the other volumes in this series.



More information can be found here.

Have you read these?

Aldrich, John. "Married women in British statistics before the 1960s." *British Journal for the History of Mathematics*, 40 no. 1, (2024). 49–65. https://doi.org/10.1080/26375451.2024.2413349.

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Compiled by Gail FitzSimons

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