



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

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

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

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## **NOTE FROM THE CHAIR**

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Dear colleagues,

The first newsletter for this year of 2026 comes with mixed feelings. Recently we received the sad news of the passing of Ken Clements. We have included in this issue a lengthy obituary that highlights the impact Ken had on our community, both scientifically and personally. We thank our colleague Gail FitzSimons for sharing this text with us.

On a lighter tone, you will find in this issue the usual information about MAA Convergence as well as the updates from the TRIUMPH Society that Janet Heine Barnett kindly shares with us. If you are interested in the use of Primary Sources in your teaching, you should ready consider becoming a member of the Society!

We also announce two events that are of potential interest for our community. The workshop “Mathematics and Language: A historical Perspective” that will take place in Brno (Czech Republic) next June and the 2nd Summer School on the History of Mathematics Education that will be held in Murcia (Spain) in July. These events, along with others announced in previous issues, demonstrate that our research area is very active and promise a busy summer.

We close the newsletter with some bibliographical information: The proceedings of ICHME8, a collective volume about Felix Klein’s foreign students and the “Book reviews” and “Have you read these?” regular sections.

A word about this latter section. In upcoming issues of the newsletter, we might try to give it a new orientation. In today’s world, it has become easier to have access to the indexes of many journals, specially to those that are more “mainstream” in our discipline. Hence, the focus of this section should shift to pointing out potentially interesting papers for the HPM community that are published in lesser-known journals, and that could otherwise go unnoticed. You probably realized that this idea started to be implemented some issues ago, inspired by Luis Puig. We hope that it will become even more apparent in forthcoming issues. Nevertheless, we would like to receive your input about this idea. In the meantime, enjoy your reading,

*Antonio M. Oller Marcén*

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## MAA CONVERGENCE

### Enhance Your Teaching with MAA Convergence

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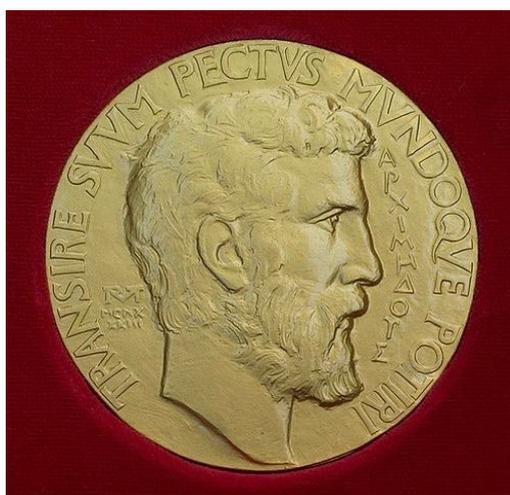
*MAA Convergence*, the MAA’s refereed online journal for the use of the history of mathematics to teach mathematics, wrapped up 2025—its first full year at <https://maa.tandfonline.com/journals/ucnv20>—with two new offerings of historical material for use in mathematics classrooms.

First, in “A Little on the Heaviside,” Michael Waters looks into the mathematics and history of a clever trick he learned as an undergraduate and has shared with his students. Although the electrical engineer Oliver Heaviside (1850–1925) probably did not invent or use the “Cover-Up Method” that carries his name, his life story and a proof of the technique can each be introduced when the situation is right in calculus and other courses.

$$\frac{4x^2 - 3x - 4}{x(x-1)} \quad \frac{4 \cdot (-2)^2 - 3 \cdot (-2) - 4}{-2 \cdot (-2 - 1)} = \frac{18}{6} = 3.$$


An example of Heaviside’s Cover-Up Method in action.

Second, in an installment of Michael Molinsky’s long-running series of “Quotations in Context,” he examines the origin of a quotation from Archimedes’ famous treatise on counting large numbers, *The Sand-Reckoner* (3rd century BCE): “There are things which seem incredible to most men who have not studied mathematics.” As with all the installments in this series, mathematics instructors might share the intriguing story to engage students’ interest; prompt students to think about and discuss the potential problems that arise from too much reliance on tertiary sources; or use the background of the quotation to instigate student research projects.



A conception of what Archimedes might have looked like from the mind of Canadian sculptor R. Tait McKenzie, designer of the Fields Medal.

In addition to the nine articles that have appeared since *MAA Convergence's* move into Taylor & Francis's portfolio of MAA journals, our back catalog will remain live at MAA's old website until summer 2026 at: <https://old.maa.org/press/periodicals/convergence>. If you have difficulty downloading those articles—or if you find broken links, missing images, and other errors—please contact us at [convergence@maa.org](mailto:convergence@maa.org). The effort to transfer these resources to T&F continues, and we will let you know when *MAA Convergence's* first 21 volumes are available there.

Have you used a primary source project or other classroom materials informed by the history of mathematics with your own students? ***MAA Convergence publishes classroom testimonials*** describing instructors' experiences using a particular teaching aid, article, book, or website in the classroom. Testimonials may range from informal to formal evaluation, and the outcome may be adoption, adaptation, or rejection. Find more information about other types of articles we consider in the journal's [Aims & Scope Statement](#). Submissions are always welcome through our [T&F portal](#). Have questions about contributing or need help getting your ideas ready for submission? We'd love to hear from you at [convergence@maa.org](mailto:convergence@maa.org)!

***Amy Ackerberg-Hastings***  
Independent Scholar (USA)

***Daniel E. Otero***  
Xavier University (USA)

Editors, *MAA Convergence*

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## TRIUMPHS Society Updates

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As previously shared in this newsletter, the [TRIUMPHS Society](#) ([TRansforming Instruction: Understanding Mathematics via Primary Historical Sources](#)) seeks to bring together practitioners and others interested in the use of primary historical sources in the teaching and learning of mathematics. As part of its ongoing efforts to promote the proliferation of primary source-based pedagogy in mathematics through conversation and professional development, the Society's 2026 efforts have thus far included a virtual discussion focused on the use of Primary Source Projects (PSPs) in the mathematics classroom and the launch of a new quarterly Primary Source Virtual Reading Group (VRG). Recordings of these and the Society's other professional development offerings are available under the archived section of the [Society's Programming webpage](#).

During the inaugural meeting of the Society's VRG series (held across two sessions on Friday and Saturday, 16-17 January 2026), participants read and discussed selections from Euclid's *Elements*, Book II, using [David Joyce's online edition](#). Friday's session began with an introduction to the author and text, after which participants divided into breakout groups of 3-4 people to read selections from Book II, focusing on Propositions 1-4. These small-group discussions were interspersed with time for collective check-ins and participant-driven exploration. The session ended with more small group discussion driven by each individual group's interest. To open Saturday's session, the whole group reflected on what transpired during the first session, with participants offering insights and other takeaways. Participants then again split into smaller breakout sessions to read from a list of suggested propositions (8, 11, 12 and 14). Groups were also prompted to reflect on the pedagogical value of the source, a topic to which the entire group returned at the closing discussion. In all, 17 members participated in at least one of the sessions, with most taking part in both. The main takeaways by participants were an increased appreciation of this ancient work, a gaze into the challenges and possible rewards of using this source in the classroom, and ideas for new Primary Source Projects (PSPs).

The Society will hold four VRG meetings annually in sessions designed to work through texts that are not very well-known but speak to core mathematical ideas. Source readings will be selected from a variety of historical periods, places, and cultures organized roughly chronologically (Greek antiquity to the twelfth century, in 2026; 1200–1750, in 2027; 1750–2000, in 2028). **The next installment of the VRG is scheduled for April 10-11, 2026 (10 pm and 3 pm GMT start times, respectively) and will feature selections from Book III of Isidore of Seville's *Etymologies*.** No advanced reading or preparation is required. Participants must be current members of the TRIUMPHS Society.

Membership in the TRIUMPHS Society is only 12 USD annually and allows for participation in all Society events. **Everyone, whether a member or not, is invited to read and submit to its peer-reviewed journal, *The Annals of the TRIUMPHS Society*.** In keeping with the Society's goals, the *Annals* publishes classroom-ready PSPs, artifacts and documents related to the development of or that support the implementation of such projects, and articles on the scholarship of teaching and learning with primary sources. *If a topic is related to teaching mathematics with primary sources, then it is potentially of interest to the journal — please consider submitting your own work in this exciting field for publication in the journal!*

Questions? Contact the Mersennes Outreach Coordinator [Janet Heine Barnett](#), or any [Society officer](#).

*Janet Heine Barnett*  
Colorado State University Pueblo (emerita)

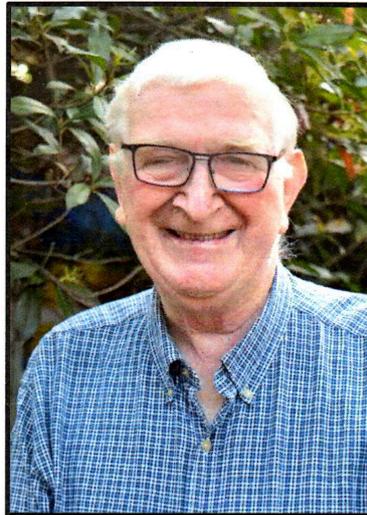
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## Vale Ken Clements 18/9/42 – 19/2/26

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### Personal reflections from Gail FitzSimons, Kay Owens, Michael Fried, Dirk De Bock, & Nerida Ellerton

Professor McKenzie (Ken) Alexander Clements was a secondary teacher in his early career before earning his doctorate at the University of Melbourne in 1979. His career spanned Monash University, Deakin University, University of Newcastle, Universiti Brunei Darussalam, and finally Illinois State University. Ken was highly sought after for his expertise in mathematics education both within Australia and across Asia, North America, Europe and Africa, often in collaboration with Nerida Ellerton, an accomplished mathematics education researcher. Ken served on the second editorial board of *Educational Studies in Mathematics*.



Ken was an Editor of each of Springer's *International Handbooks of Mathematics Education*—the only scholar leading all four volumes. In addition, between 2017 and 2026 Nerida F. Ellerton & M. A. Ken Clements were series editors for Springer book series:

[History of Mathematics Education](https://link.springer.com/series/13545) [<https://link.springer.com/series/13545>] with 12 books:

1. [A History of Mathematics Education in Czechoslovakia](#). Ideologies and Practices (2026). Authors: Helena Durnova, Petra Antořová, Danny J. Beckers, and Snezana Lawrence;
2. [Teaching Mathematics Through Historically-Based Activities](#). Experiments in French Classrooms (2026). Editors: Marc Moyon, Dominique Tournès, and Snezana Lawrence;
3. [Modern Mathematics](#). An International Movement? (2023). Editor: Dirk De Bock;
4. [Mathematics Education in a Neocolonial Country: The Case of Papua New Guinea](#) (2022). Authors: Patricia Paraide, Kay Owens, Charly Muke, Philip Clarkson, and Chris Owens;
5. [Toward Mathematics for All](#). Reinterpreting History of Mathematics in North America 1607-1865 (2022). Authors: Nerida Ellerton, and M. A. (Ken) Clements;
6. [Rods, Sets and Arrows](#). The Rise and Fall of Modern Mathematics in Belgium (2019). Authors: Dirk De Bock and Geert Vanpaemel;
7. [Oral History and Mathematics Education](#) (2019). Editor: Antonio Vicente Marafioti Garnica;

8. [Connecting Humans to Equations](#). (2019). A Reinterpretation of the Philosophy of Mathematics; Authors: Ole Ravn, and Ole Skovsmose;
9. [History of Number](#). Evidence from Papua New Guinea and Oceania (2018). Authors: Kay Owens, Glen Lean, with Patricia Paraide and Charly Muke;
10. [Let History into the Mathematics Classroom](#) (2018). Authors: Évelyne Barbin, Jean-Paul Guichard, Marc Moyon, Patrick Guyot;
11. [Using Design Research and History to Tackle a Fundamental Problem with School Algebra](#) (2018). Authors: Sinan Kanbir, M. A. (Ken) Clements, and Nerida F. Ellerton;
12. [Samuel Pepys, Isaac Newton, James Hodgson, and the Beginnings of Secondary School Mathematics](#). A History of the Royal Mathematical School Within Christ's Hospital, London 1673–1868. (2017). Authors: Nerida F. Ellerton, and M. A. (Ken) Clements.

These works indicate Ken's interest in the history and pedagogy of mathematics with an international perspective, his recognition of significant well-known and less well-known visionaries and his encouragement of new authors. Each has a perspective that should be heard by mathematics educators. He was a visionary of the past and of the future and of the now.

Some of Ken's works as author/editor which relate to mathematics education in the Australian system are the following:

- Clements, M. A. (1979). *Relationship between the University of Melbourne and the secondary schools of Victoria*. Unpublished PhD Thesis, University of Melbourne.
- Clements, M. A. (1992). *Mathematics for the minority: Some historical perspectives of school mathematics in Victoria*. (Rev. ed.). Deakin University.
- Ellerton, N. F., & M. A. (Ken) Clements (Eds.). (1989). *School mathematics: The challenge to change*. Deakin University.
- Ellerton, N. F., & Clements, M. A. (Ken). (1994). *The national curriculum debacle*. Meridian Press.

Each of these represents his influence in the field of mathematics curriculum at crucial times of change. The last book follows from his constant concern for school mathematics curriculum and in particular the negative impacts of the Bourbaki New Maths and paper-and-pencil testing. In 1970, his first book was co-authored for the School Mathematics Research Foundation: *Pure Mathematics*. It not only shows his grasp of mathematical concepts but the significance of mathematics in context.

When Ken moved to the United States, his interest in the history of mathematics and mathematics education was expanded. In particular, he and Nerida located some fascinating documents. They wrote about the history within the United States of America and fascinating parts of London mathematics. They also discussed the impact of several famous mathematicians. These are reported in their books listed above but were also presented in a number of talks. In particular, they noted how the genres of mathematics began back in the cyphering books of the late 1600s and 1800s dominating American colonies and United States mathematics, and were followed through into the mathematics books and teaching today. Ken and Nerida's interest in the history of mathematics has culminated in the establishment in Toowoomba, QLD, Australia of the Australian Education Heritage Museum. For Ken, history often held the clue for understanding and furthering mathematics education.

Equity and mathematics in context were also themes for the number of books published through Deakin University in mathematics education, one of which was Pamela Harris's *Mathematics in a cultural context: Aboriginal perspectives on space, time and money* (1991) which was a groundbreaking recognition of Australian First Nations mathematics.

Ken also published an interesting account of his interaction with precocious mathematician, Terence Tao (then 7 years old):

Clements, M. A. (Ken) (1984). Terence Tao. *Educational Studies in Mathematics*, 15, 213–238.  
<https://doi.org/10.1007/BF00312075>

Similarly, Ken published an account of a Papua New Guinean villager who became a mathematics lecturer, Atawe, whose home language did not have a base 10 system, and yet he had a profound sense of pattern and relationships including in number. This paper was an example of how well Ken was able to work respectfully and transculturally with so many people. In addition to a number of Australian doctoral students, he had students from Indonesia, Thailand, and Brunei studying at one of the universities as listed above. Supervising these students and assisting with their English expression of their ideas took time but he always appreciated the depth that their research added to mathematics education research. He taught courses in Penang, Malaysia, and in Thailand. He was always valued by his undergraduate students.

Through his valuing of mathematics education of S-E Asia, Ken recommended that the name of MERGA be Mathematics Education Research Group in Australasia in recognition of the links between Australia, South East Asia, Aotearoa New Zealand, and the islands of the Pacific. His wider vision was supported by his friend Alan Bishop, coming from Cambridge to Monash University in Melbourne, and the employment of another friend, Glen Lean, at Deakin University, bolstered by all their work in PNG. Ken chose to work in Brunei, and had lived with his family and worked in India from about 1984-1985. He frequently noted the importance of the valuing of mathematics in Asian countries and the subsequent achievements of these countries in mathematics. He was concerned about the dominance of Europe and USA on mathematics education in this region.

Ken always had time for children wherever they were. He loved a photo of himself, very white, with a child, very black, on the beach in Papua New Guinea laughing at his own skin. His daughter recalls him in the slums of Delhi talking with the children, asking them mathematics questions, and making them laugh. He always had a story or a joke, including his mathematics questions, to tell to whomever he met, showing respect at all times to others. His kindness and love of others was clear.

Gail FitzSimons writes:

I first met Ken when in the early 1980s I enrolled in a Bachelor of Education course [part-time] at Monash University. Ken was running a subject called “Diagnostic and Remedial Procedures in Mathematics” in an era of behaviourism and mastery learning. However, he provided a picture of students that challenged and went beyond those theories. Ken was always kindly towards us, and most supportive in his comments on my assignments. In our weekly classes he often shared his personal history – such as his interest in the mathematics of Papua New Guinea and the research of people he knew working there (e.g., Kay Owens, Glen Lean, Alan Bishop), describing their work with great passion. He also shared insights from his own doctoral thesis (Clements, 1979).

Ken had a big impact on my life when I most needed it. He gave me a self-belief when I had lost confidence after being out of the workforce for family reasons. Ken was the person who introduced me to the importance of the history of mathematics which I employed in the hands-on work I did with women returning to study, leading to my 1994 publication: *Teaching Mathematics to Adults Returning to Study*, based on my Masters work with Ken at Deakin University.

Ken's inspiration also supported my doctoral research with Alan Bishop (leading to the 2002 Springer publication *What counts as mathematics? Technologies of power in adult and vocational education*) and later, in challenging the traditional mathematics education system that had failed so many adults and undervalued their mathematical abilities at work and in life generally.

Finally, Ken's influence played a role in my invitation to join a wonderful and supportive group of HPM colleagues the ICMI Study at CIRM, Luminy, France, in 1998, resulting in the following publication:

Fauvel, John, & van Maanen, Jan (Eds.) (2000). *History in mathematics education: The ICMI study on history in mathematics education*. Springer: Dordrecht. <https://doi.org/10.1007/0-306-47220-1>

Kay Owens writes:

Ken's strength with his doctoral students was in encouraging them to pursue their own study area rather than just add to his own research agenda. However, his own interests in visuospatial reasoning, language and translanguage, history, and curriculum were influential.

I completed my doctorate with Ken, and I can testify that he also gave of his time to help with writing clearly, set high standards with encouragement, and ensured that the research was well developed, original, and presented a significant new idea. He was keen to have research that was not only quantitative but also qualitative for the depth this could bring. Furthermore, he encouraged me to write the Springer books because he was aware of the significance of the material, particularly Glen Lean's, and the impact of colonialism and neocolonialism in Papua New Guinea. Ken, Glen Lean, Alan Bishop, and I had a bond that only living in Papua New Guinea can give. This resulted in a number of my research papers as well as the co-authored books listed above. It also contributed to the co-presented plenary at HPM in Sydney 2024, presenting the real and significant mathematics of PNG cultures and ways of overcoming the subversive impact of neocolonialism on mathematics education:

*Theme 5: Past, Present and Future: The Fruitful Interweaving of Cultural Mathematics.*

Michael Fried writes:

I only spent time with Ken and Nerida in person when we were at West Point together back in 2013 at the HPM-NA conference. I liked Ken and Nerida right away because I sensed, unaccountably, that they were moved by these cyphering books as I was when I held them; it was, I felt, not for them a merely academic project. This was certainly in the back of my mind when I wrote in my review of their book, *Abraham Lincoln's Cyphering Book and Ten Other Extraordinary Cyphering Books* (Fried, 2015):

It is clear that the production of a cyphering book required an enormous investment of time and could be called an act of love. With two exceptions, we know who produced the cyphering books in this volume, for their owners proudly inscribed their names and announced: "This is my book," sometimes in effect and sometimes as simple as that. [They]...may have had an imperfect understanding of the mathematics they were learning by the standards of modern mathematics education, but they had a sense—I think a deep sense—of ownership of what they produced. In his foreword to this volume, Fred Rickey mentions the meeting at West Point where Ellerton and Clements discussed the cyphering books and where Valeria Aguirre Holguin presented a paper on

the Lincoln cyphering book. I too was at that meeting. Nerida Ellerton and Ken Clements brought a few examples of cyphering books from their own vast collection. Holding one of these and leafing through it, seeing the carefully formed letters and signs and how the boy who owned the book practiced his work page after page, I felt moved. The care this boy from the 1820s invested in his cyphering book, in his learning, was palpable. I would be the last to say that our emphasis on thinking in mathematics education is misplaced. But we also rightly ask that mathematics means something to our students—which is why when we refer disparagingly to rote learning, we typically add the epithet, “meaningless.” These cyphering books had great meaning for their owners. That fact alone gives us reason to reflect upon them and makes Ellerton and Clements’ volume for mathematics educators a very valuable book indeed. (p. 332)

Needless to say, this and their other books were the work of both Ken and Nerida. It is hard to think of them apart. Nerida will, I hope, continue her scholarly work, but Ken, her partner in this work, will be very much missed.

Michael N. Fried (2015) Abraham Lincoln’s Cyphering Book and Ten Other Extraordinary Cyphering Books, by Nerida F. Ellerton and M. A. (Ken) Clements. *Mathematical Thinking and Learning*, 17(4), 327-332. doi:10.1080/10986065.2015.1084865

See also:

Stein, Robert G. (2013). Review of “Rewriting the history of school mathematics in North America 1607-1861” by Nerida Ellerton and M. A. (Ken) Clements (2012). *The central role of cyphering books. Educational Studies in Mathematics*, 82(1), 165–167. <https://doi.org/10.1007/s10649-012-9418-6>

Dirk De Bock writes:

I know Nerida and Ken primarily as editors of Springer's History of Mathematics Education series. As an author/editor I was involved in two books.

*Rods, Sets and Arrows: The Rise and Fall of Modern Mathematics in Belgium*, with Geert Vanpaemel (<https://link.springer.com/book/10.1007/978-3-030-20599-7>)

*Modern Mathematics: An International Movement?* (<https://link.springer.com/book/10.1007/978-3-031-11166-2>).

The credo of Nerida and Ken’s series appeals to me:

“We hope that the series will continue to provide a multilayered canvas portraying rich details of mathematics education from the past, while at the same time presenting historical insights that can support the future”.

I have always greatly appreciated the help of Nerida and Ken as “background editors.” As highly experienced scholars, they assisted with various aspects of the publication process without imposing their own ideas or seeking the limelight. I am very grateful to them for the modest way in which they consistently offered high-quality help.

Nerida Ellerton writes:

I have been touched deeply by the many personal messages of tribute for Ken, and by tributes that have circulated online. I feel very privileged and humbled by my experiences of working with Ken as a colleague and friend for 40 years, with 20 of those years as his wife and a part of our joint families. For these past 20 years we did everything together. If we weren’t teaching our respective

classes, we would plan together what we would teach the next day. We shared the challenges of matching the curriculum to our students' needs, as we reveled in the excitement that comes with students succeeding in learning and enjoying the mathematics that they had not loved or understood before.

Together we shared the fascination of unravelling the many intricacies about the cyphering tradition as reflected in students' handwritten mathematics books. We were passionate about visiting the areas in which students had written their books, as we tried to re-live the experiences that they must have had in the 17<sup>th</sup> through to the 19<sup>th</sup> centuries in North America. Ken had vision and foresight of what to teach and what to research. He was never afraid to ask probing questions about the directions that we were taking, or of challenging his students to rethink or reinterpret what they were researching. Above all, he cared for his students and his colleagues. He was patient yet firm and always encouraged them to pursue their dreams as teachers, teacher educators, or researchers.

When working at Illinois State University, any break from teaching would find us either at conferences or in the archives of some of the major universities or libraries from the mid-west to the east coast of the US. We would drive long distances across the US to achieve this. It was like a holiday for us where we could discuss, explore and stretch the boundaries of understanding as far as we could. Sometimes we slipped in a real "holiday"—one moonlit night when we were driving from Bloomington Illinois to Philadelphia, the road was good, the traffic sparse, and we said to each other, "Let's detour via Niagara Falls". So we drove all night to reach Niagara Falls in time for breakfast. In the UK, we were both keynote speakers at conferences at Oxford University—giving us the opportunity to scour the archives of the Bodleian Library, the London Metropolitan Archives, the National Maritime Museum and Caird Library at Greenwich, and the London Public Library. All of these archival explorations added small pieces to the puzzles of history that we were trying to piece together.

I share some of these personal memories to give readers a glimpse of Ken behind the scenes. He was, in fact, a very special gift to us all. It is my hope that his many legacies will live on, not just for the mathematics and mathematics education communities, but for all those who knew him as a colleague and a friend. Goodbye Ken, I will miss you so very much.

### In closing

Ken came from a working-class background in Melbourne and was able to attain his education through scholarships. This background influenced the way he lived and related to people. Many people have testified to Ken's warmth and enthusiasm, love and grasp of mathematics in its broadest sense, and his support for those who needed it most. The History and Pedagogy of Mathematics community will miss him greatly.

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## **Workshop “Mathematics and Language: A historical Perspective”**

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Czech Society for History of Science and Technology (SDVT) and Czech Mathematical Union (JČMF) cordially invite you to an interdisciplinary workshop **Mathematics and Language: A historical Perspective**.

Workshop website: <https://math-and-society.webnode.page/>

Call for contributed papers may be downloaded here <https://math-and-society.webnode.page/cfp/>

Dates: Thursday 4 June 2025 and Friday 5 June 2026

Venue: Faculty of Education, Masaryk University, Poříčí 31, Brno CZ, room D 32

With its variety of symbolism and specific terminology in its various branches, mathematicians seem to speak different languages. That mathematics in itself is a language is generally accepted, since it has been viewed as the language of nature since the early modern period. Closer to our days, it was a mathematical language that underlined the development of programming languages. Mathematics teaching in the late twentieth century even had the function of teaching proper ways of expressing one's ideas; and the linguistic metaphors go even further: in order to use (apply) mathematics, we may speak of translating the real-life problem into mathematics and after tackling the problem mathematically, we interpret the results. There are many intrinsic connections between mathematics and language, but they form but one link between the two.

In different cultures, from Ancient to Modern times, mathematics was done differently. Studying mathematical practices in the different cultures has long been a topic that inspired philosophers and historians of mathematics. Studying the different practices leads to erosion of the belief that mathematics is universal. Mathematics is done by people who have their specific background, purposes, and ways of expressing themselves. Opening the field of mathematical practice and studying mathematical culture in different lands and in different languages is a playground for historians of mathematics: mathematics is local and mathematical results relevant for the particular period of time.

An intriguing connection between mathematics and language arises with the issue of translation and speaking other languages. The language of communication became an issue in the context of internationalism around 1900. Keen to communicate with their colleagues from other countries directly, mathematicians developed symbolic languages, discarding the use of ordinary language in mathematics. At the same period of time, many mathematicians became interested in a language that would be easy to learn, even though it would be a foreign language for everybody. Esperanto was embraced by several mathematicians of the time.

While in the nineteenth century, practising mathematics in a certain language was an issue connected with national revival, stemming from romanticism, in the twentieth century, the language in which mathematics was written also revealed political choices. The number and choice of official languages at an international congress depended also on the countries allowed to participate in the congresses. There are many other issues that connect the two areas, mathematics and language, in the methods of study, in mutual interactions between mathematics and linguistics, including the problem of translation and transcription of Ancient mathematics and the meta-debates involved in that issue as

well as practical considerations of translation. The two-day workshop seeks to bring together scholars who would like to present their work in this perspective.

Invited speakers:

- Amirouche Moktefi (Tallin, Estonia)
- Kateřina Trlifajová (Prague, Czechia)

We invite scholars to send abstracts of their proposed talks (between 200 and 500 words) to [hdurnova@ped.muni.cz](mailto:hdurnova@ped.muni.cz) by Thursday 1 May 2026. Notification of acceptance by 5 May 2026.

Topics include, but are not limited to the history of:

- Mathematics as language.
- Mathematics practised in different languages.
- Geometry in Engineering, Nomography and other outdated disciplines.
- Translating mathematics.

Selected papers may be published in a special issue of the journal History of Sciences and Technology <https://dvt-journal.cz/en/> (ISSN 0300-4414 print, 2788-3485 online).

Conference fee: EUR 30 or CZK 600, payable on site or through bank transfer.

Contact e-mail: [hdurnova@ped.muni.cz](mailto:hdurnova@ped.muni.cz)

Looking forward to seeing you in Brno!

***Helena Durnová*** (Brno)

***Jan Kotůlek*** (Ostrava)

## Second Summer School on the History of Mathematics Education



**Information:** <https://www.um.es/cihem/EscuelaVerano2026/>

**Contact:** [cihem.murcia@um.es](mailto:cihem.murcia@um.es)

The 2nd Summer School on the History of Mathematics Education will take place from 6 to 10 July 2026, organised by the Centre for Studies on Educational Memory (CEME) at the University of Murcia (Spain), which will provide the venue for the event. One of the sessions will take place in Cartagena, at the premises of the Polytechnic University of Cartagena (UPCT).

The Summer School aims to foster the exchange of ideas, experiences, proposals and findings from various studies that have been carried out since 2011 by researchers from Ibero-America, Portugal and Spain. This is a broad and well-established community with a diversity of interests in this field, which usually meets every two years at an academic and scientific event, the *Ibero-American Congress on the History of Mathematics Education* (CIHEM). The various editions of the CIHEM have brought together groups of researchers, educators, mathematicians and historians, or a combination of these, with the aim of disseminating high-impact research findings obtained through institutional or individual initiatives at different universities. The CIHEM has been held in Portugal (Covilhã, 2011), Mexico (Cancún, 2013), Brazil (Belém do Pará, 2015), Spain (Murcia, 2017), Colombia (Bogotá, 2019), Venezuela (Virtual, 2021), Costa Rica (Heredia, 2023) and Mexico (Acapulco, 2025), venues where an increase in studies on the History of Mathematics Education within the Ibero-American context has been observed. The Summer School aims to create a space for in-depth debate on topics, paradigms and methodologies. An intensive in-person experience is proposed, in which to present and discuss topics that stimulate research output in the field.

The School focuses on four thematic areas: paradigms; topics; methodologies; and the relationship with related fields. This division into thematic areas is merely a way of organising the subject and is artificial, as the four areas are naturally interconnected, as can be seen in the topics of the proposed sessions.

The first theme, **paradigms**, seeks to understand the major current historiographical trends – cultural history, microhistory, oral history... – highlighting the strengths and weaknesses of each and questioning how the specificity of mathematical knowledge fits into any of them. It also includes epistemological reflections, both on the work of the historian and on school mathematics, appreciating the social and cultural dimensions of both.

The second theme, **topics**, refers to what constitutes the core of the research work: which topics have been studied and with what success? Topics such as professional knowledge, textbooks or the study

of school mathematics topics have received considerable attention at previous conferences; is it possible to formulate syntheses and develop guiding questions for future work?; which are the least studied topics?; why have topics such as the circulation of knowledge or the study of practices (or others) been almost absent?

The third theme, **methodologies**, adds considerations regarding specific research methods from the past: how should sources such as books, notebooks, newspaper articles, student work, teachers' lesson plans, official documentation, teaching materials, etc., be studied and critiqued? And what are the procedures for establishing and managing archives and documentation centres?

Whilst the first three themes focus on issues predominantly internal to the field, the fourth, the **relationship with surrounding disciplines and areas**, looks outwards and explores the interaction between academic fields that can establish privileged points of contact with the History of Mathematics Education, namely the history of education, the history of mathematics and mathematics education.

**Programme:** There will be eight half-day working sessions. Each session will address an issue related to the thematic areas, through a presentation (by one or two speakers) which will be commented on and discussed by two discussants and the rest of the participants (researchers in the History of Mathematics Education).

The topics of the sessions and their order will be published on the Summer School website (<https://www.um.es/cihem/EscuelaVerano2026/>).

**Local organizing committee:** Coordinated by Dolores Carrillo Gallego, Josefa Dólera Almáida and Encarna Sánchez Jiménez (University of Murcia).

**Registration and conference fee:** A maximum of 30 participants is planned, including speakers and commentators. Participants must have an interest in research into the History of Mathematics Education and publications on the subject.

Pre-registration will take place from 27/04/2026 to 08/05/2026 and registration from 18/05/2026 to 30/06/2026.

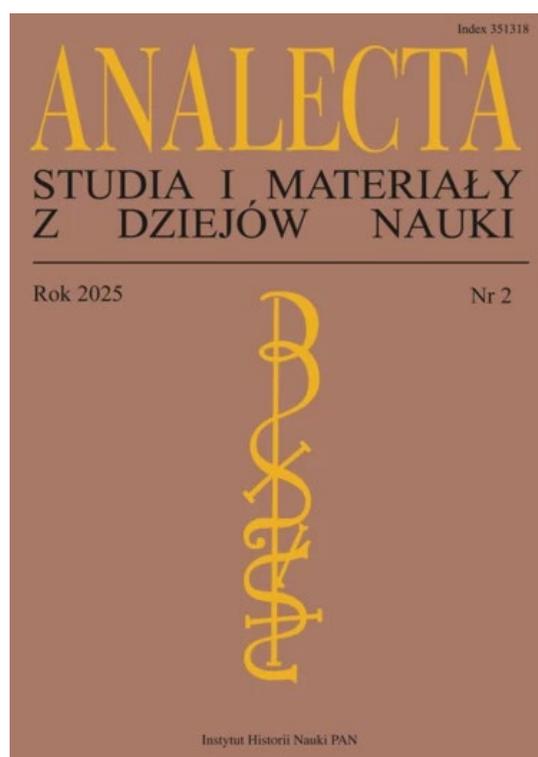
Until 11/06/2026, the fee will be 200 Euros, after that date the fee will be 250 Euros. The fees include lunches, coffee breaks, a travel voucher, a cultural tour of Cartagena and the School dinner.

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## ICHME 8 Proceedings

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In September 2024, the Eighth International Conference on the History of Mathematics Education (ICHME-8) took place in Warsaw, Poland. We are happy to announce that the proceedings “Dig Where You Stand” 8 are already available in the journal *Analecta. Studies and Materials for the History of Science*, vol. XXXIV, no. 2.



The contents of these proceedings can be accessed for free in the following at the following locations:

1. On the profile of *Analecta: Studies and Materials for the History of Science* on the Polish Academy of Sciences Journals platform: <https://www.czasopisma.pan.pl/asmdn/158693?language=en>.
2. On the ICHME-8 website — in the Proceedings tab (<https://ichme8.pl/proceedings>) and in the lower section of the homepage.
3. On the website of the Institute for the History of Science of the Polish Academy of Sciences: <https://www.ihnpan.pl/analecta-spis-zawartosci/> (at the bottom of the page).

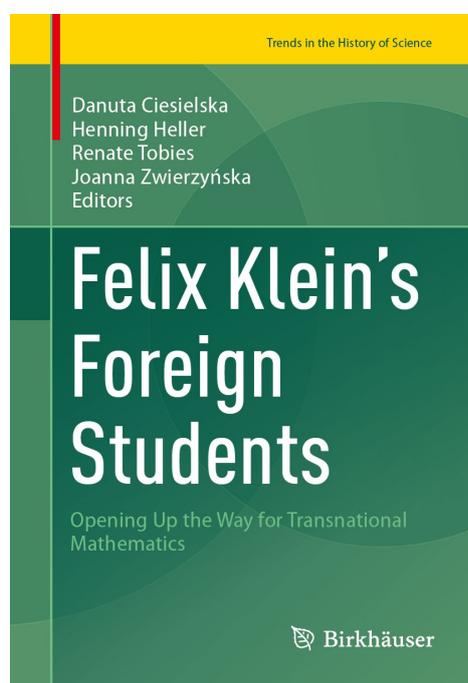
We hope you enjoy the reading.

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## ***Felix Klein's Foreign Students – Opening Up the Way for Transnational Mathematics (Birkhäuser, 2025)***

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The year 2025 marks the centenary of the death of Felix Klein. To commemorate this occasion, a group of early-career and established scholars undertook a systematic exploration of Klein's international influence, focusing in particular on the role he played as supervisor and mentor to students from abroad. An initial workshop held in October 2023 at Oberwolfach demonstrated that such a project was not only feasible, but also intellectually rewarding. Two years later, the editors are pleased to announce the publication of *Felix Klein's Foreign Students – Opening Up the Way for Transnational Mathematics*, which appears in the Birkhäuser series *Trends in the History of Science*.



The volume is framed by two expository chapters that set the stage and draw together the contributions that follow:

- R. Tobies, “Felix Klein’s Vision: A School for Mathematical Productivity Regardless of Nationality, Gender, and Area of Research”
- H. Heller and M. Firsching, “Foreign Students in Felix Klein’s Seminars”

The remaining chapters fall into the following thematic groups. Four chapters present “national reports” that synthesize established and newly uncovered material on Klein’s students from specific national or regional contexts:

- D. Ciesielska, “About Polish Students of Felix Klein”
- M. Bečvářová, “Mathematicians from the Czech Lands and Felix Klein”
- J. Barrow-Green and B. Stenhouse, “‘I Have to Tell You About England!’: Felix Klein’s Influence on the Research of Young British Mathematicians”

- C. Phili, “Felix Klein and His Relations with Greek Mathematicians as They Appear in Their Letters”

Three further chapters examine the direct and indirect impact of Klein and the broader “Göttingen School” on the institutional development of mathematics in other countries:

- E. Luciano, “Foreign Inspiration and Domestic Tradition: The Göttingen-Speaking Mathematicians in Turin”
- H. Kümmerle, “Bridging Göttingen and Tokyo: Oral Culture and the Dynamics of Mathematical Knowledge”
- G. A. Ramírez Ogando, “The Presence of Felix Klein in the Process of Modernization and Internationalization of Mathematical Culture in Spain and Argentina”

Six biographical studies focus on the individual experiences and mathematical work of international students supervised by Klein:

- H. Heller, “Mellen Woodman Haskell in Leipzig and Göttingen”
- M. G. Lugaresi, “From Naples to Pavia, Passing through Göttingen: The Scientific Trajectory of Ernesto Pascal and His Relationship with Felix Klein”
- P. Ullrich, “Wilhelm Wirtinger and His Publications on Abelian Functions, in Particular Theta Functions”
- E. Mühlhausen, “Felix Klein’s First Female Doctoral Student Grace Emily Chisholm Young: A Lifelong Connection Concerning Mathematical Research and Beyond”
- J. Zwierzyńska, “From St Petersburg to Göttingen: About Helena Bortkiewicz and Aleksandra Stebnicka”
- R. Siegmund-Schultze, “Felix Klein’s Mature Distance Student, *Encyklopedie* Contributor, and Self-Declared Heir: The Austrian Richard von Mises”

Finally, one chapter is devoted to a seminar that attracted a particularly large number of international participants:

- H. Fischer, “Klein’s Seminars on Probability”

Taken together, the contributions are intended to illuminate the many facets of Felix Klein’s influence beyond Germany, while also offering an example of a combined historical approach that brings together mathematical biography, social and institutional history, and the history of mathematical ideas and their transmission. Whether and to what extent this perspective proves fruitful is, of course, left to the judgment of the readers.

**Henning Heller**, on behalf of the editors.

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## Have you read these?

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## **HPM Book Reviews**

Compiled by Gail FitzSimons

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### **A note from the Editors**

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