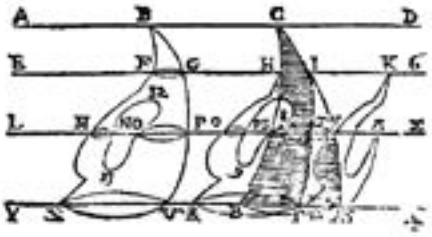
BULLETIN

CSHPM SCHPM



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WHAT'S INSIDE

Canadian Society for History and Philosophy of Mathematics

Société canadienne d'histoire et de philosophie des mathématiques

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ABOUT THE SOCIETY

Founded in 1974, the Canadian Society for History and Philosophy of Mathematics/Société canadienne d'histoire et philosophie des mathématiques (CSHPM/SCHPM) promotes research and teaching in the history and philosophy of mathematics. Officers of the Society are:

President: **Robert Bradley**, Adelphi University, Garden City, NY 11530, USA, bradley@adelphi.edu
Vice-President: **Maria Zack**, Point Loma Nazarene University, San Diego, CA 92106, USA, MariaZack@pointloma.edu
Secretary: **Patricia Allaire**, 14818 60th Ave., Flushing, NY 11355, USA, PatAllaire@gmail.com
Treasurer: **Craig Fraser**, University of Toronto, Toronto, ON, M5S 1K7, CAN, craig.fraser@utoronto.ca
Past President: **Nicolas Fillion**, Simon Fraser University, Burnaby, BC, CV5A 1S6, CAN, nfillion@sfu.ca

Members of Council

Marion (Wendy) Alexander, Houston Community Colleges, TX 77002 , USA, marion.alexander@hccs.edu
Cynthia Huffman, Pittsburg State University, KS 66762, USA, cjhuffman@pittstate.edu
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Valérie Lynn Therrien, McGill University, Montreal, QC H3A 0B9, CAN, vtherri@uwo.ca

Volunteer Positions

The Society's Web Page (www.cshpm.org) is maintained by **Eisso Atzema**, University of Maine, Orono, ME 04469, USA, eisso.atzema@maine.edu; he also manages the Society's Archives. CSHPM *Annals* volumes are edited by **Maria Zack** (see above) and **David Waszek**, Montréal, QC, H2H 2C9, CAN, david.waszek@posteo.net. The *Bulletin* is prepared by Content Editor **Amy Ackerberg-Hastings**, Rockville, MD 20851, USA, aackerbe@verizon.net, Layout Editor **Eisso Atzema** (see above), and Production Editor **Maria Zack** (see above). **Amy Ackerberg-Hastings** (see above) and **Nic Fillion** (see above) edit the CSHPM Notes column for *Notes* of the Canadian Mathematical Society.

Nic Fillion is also serving as CMS Liaison.

New Members are most cordially welcome; please contact the Secretary.

President's Message

These are difficult times.

Canada and the United States have been friends, allies, and trading partners since Canadian Confederation. The two nations fought side-by-side in two World Wars, as well as the Korean War. Academically, Canada and the US have always experienced intellectual free trade. There has always been easy access between the two academic communities. I have always felt that the CSHPM is extremely fortunate to have developed into the *de facto* North American Society for History and Philosophy of Mathematics. Although the majority of our membership resides in the USA, there has almost never been any suggestion of changing the CSHPM's name or setting up a competing society south of the border.

In recent months, talk of tariffs and of the "51st State" have done a great deal of harm to the goodwill between our two nations. We are now learning that airline bookings by Canadians for travel to the US in July and August are down by 70% compared to the same time in 2024. Crossings by automobile into the US are now down to Covid-era levels. Travel in the other direction will likely suffer as well. Some Americans are concerned that they will be treated with hostility if they visit Canada during these tense times. More seriously, legal residents of the US who are not citizens are experiencing real difficulty re-entering the US when they travel to Canada. We have lost accepted speakers from this summer's AGM for both of these reasons.

Canada's prime minister recently said that the special relationship between our countries has now come to an end. We can only hope that this will be a temporary state of affairs, and we must work together to make that so. The CSHPM, like many academic societies on both sides of the border, needs to foster friendly relations between our nations and a free flow of academic cooperation.

With this in mind, I'm very happy to invite *all* of our members to attend the CSHPM's 2025 annual general meeting in Toronto, from May 31 to June 2. As we often do, we will be meeting in conjunction with

the Federation of the Humanities and Social Sciences. This year's meeting will be at George Brown College. George Brown has grown considerably since my days as a graduate student at the U of T. It now has campuses in the southeast part of downtown, including the St. James Campus, where we will be meeting, as well as the Waterfront Campus.

Our Special Session this year is *Conceptual Change in Mathematics*. Patricia Blanchette of Notre Dame will give the Kenneth O. May lecture on Sunday afternoon, June 1, on "Proof, Provability and Logical Consequence: A Conceptual History." The General Session will feature philosophical talks and history from antiquity to the turn of the 20th century.

Together we will broaden the study of the history and philosophy of mathematics, as well as work towards a reconciliation of our two great nations.

Rob Bradley

Figure 1: Patricia Blanchette

2025 May Lecturer

This year's Kenneth O. May Lecture will be delivered at George Brown College in Toronto by Patricia Blanchette of the University of Notre Dame, where she holds the McMahon-Hank Chair of Philosophy. She earned her PhD at Stanford University and taught at Yale University in the early 1990s before arriving at Notre Dame. Her interests are in the history and philosophy of logic, philosophy of mathematics, history of analytic philosophy, and philosophy of language. She has written extensively on Frege, including the monograph *Frege's Conception of Logic* (Oxford, 2012) and the articles "Frege on Caesar and Hume's Principle" in *Origins and Varieties of Logicism* (Routledge, 2021) and "Axioms in Frege" in *Essays on Frege's Basic Laws of Arithmetic* (Oxford, 2019). Last year, she updated her entry on "The Frege-Hilbert Controversy" in the online *Stanford Encyclopedia of Philosophy*. Blanchette serves on the editorial boards of *Notre Dame Journal of Formal Logic*, *Philosophia Mathematica*, and *HOPOS*. She delivered the Gödel Lecture to the Association of Symbolic Logic in Reykjavik, Iceland, in 2022. Blanchette's ability to combine clarity with erudition is highly regarded by colleagues and students, and she offers a section of Introduction to Philosophy almost every term.

Blanchette's address is titled "Proof, Provability and Logical Consequence: A Conceptual History." The abstract is as follows: This talk examines some significant changes in the concepts of proof, of provability, and of logical consequence over a long period of time, from Euclid to Hilbert. The focus will be on the role played by these concepts in the axiomatisation of mathematical theories, and on the interaction between the concepts themselves and the formalisms developed to treat them. I'll make a case for the claim that some significant conceptual changes have indeed taken place in these core notions, and that these have, in part, to do with the development of formal logical tools (formal languages, systems of proof, and models). I hope to make it clear that the tools have not just been ways of bringing rigor to the logical investigation of axiomatic theories, but that they have also driven some significant conceptual change. I'll also claim that an understanding of the history of these concepts can help us to understand better the philosophical topic of the nature of logical consequence and some of its proposed analyses.

The theme for the 2025 special session is Conceptual Change in Mathematics, which was chosen to complement major themes in Blanchette's work. In Kuhnian terms, mathematics has often been portrayed as the *par excellence* case of cumulative science, in which progress and growth are achieved by simply adding newly proven truths to the books. Although this perspective is currently thought by most to be overly

simplistic, little consensus exists concerning the nature of the conceptual changes that enable growth and progress in mathematics. As you will see from the programme published elsewhere in this issue, philosophical discussions and historical studies will address a variety of perspectives on this aspect of mathematical knowledge. CSHPM has received funding from the Federation to support the special session and May Lecture, which will be open to all Congress attendees.

CSHPM at 50: How I Joined/Favorite Talks

Editor's Note I: As part of celebrating our 50th anniversary, members were invited to share brief accounts of when and why they became members of CSHPM. Several contributions appeared in our November 2024 issue. One additional account appears below.

My first CSHPM conference was in 2008 at UBC, as a second-year PhD student in philosophy. It was my first trip on the West Coast, where I now work and live. I returned from the event so excited from having had the privilege of meeting so many people interested in HPM, but especially two wonderful persons I'd never met—but had cited a lot in my MA thesis—Elaine Landry and Aldo Antonelli. Over the years, the CSHPM has continued to be a wonderful venue to meet nice and interesting people having interesting thoughts about mathematics and mathematicians!

Nic Fillion

Editor's Note II: In November 2024, we also solicited responses to the following prompt: What is your favorite talk that you have given or heard at a CSHPM meeting? Why is it your favorite? Two responses were received, one of which prompted the third editor's note you'll encounter below. If you would like to provide newsletter content and help stop this endless series of editor's notes, please feel free to write a brief response to the prompt and send it to aackerbe@verizon.net by October 1.

In response to your request for a favourite talk at a CSHPM meeting, I'd nominate (I realize it's not an election, which is just as well after this week's fiasco [the US held federal elections on November 5, 2024]) Duncan Melville's talk 'Using Word Problems as Evidence in History', which he delivered at York in 2006. (I checked with Duncan to get those details right.) His historical point has remained with me ever since: Word problems are written to make mathematical points, not to say anything about the surrounding culture. His talk was as entertaining as Stephen Leacock's 'A, B, and C: The Human Element in Mathematics' (which can be found in Leacock's 'Literary Lapses' and elsewhere) and is a salutary reminder of the dangers of taking word problems as evidence for the surrounding culture. Duncan's funniest example was imagining a word problem in which a driver looking at milestones thinks of them as speed limits and the student is asked to calculate how long it would take to complete a trip. As you note with regard to John Fauvel [in the November 2024 *Bulletin*], part of the appeal of the talk is the speaker's delivery, but I remain grateful to Duncan for a point I never fail to make in history of mathematics classes.

Tom Drucker

My favorite and most memorable talk that I heard at a CSHPM meeting was the one by Hardy Grant, in which he tied together Plato, Socrates, the liberal arts, and the humanities. You probably know the one.

Bruce Burdick

Editor's Note III: I did indeed, and perhaps many longtime members do as well. In the early 21st century, CSHPM frequently selected May Lecturers from within our membership. In 2010 we made the wise decision to tap Hardy Grant. At the time, he did not know that his mobility would begin to decline—his final talk was in 2011, and he last presided over a session in 2012—so the Society received a real treat that year. Hardy's title and (terse) abstract appear below. The full 8-page talk is in the 2010 Proceedings. *If you do not have a copy at hand, he based the presentation on a two-part paper published in MAA's* College Mathematics Journal *in 1999 (vol. 30, pp. 96–105, 197–203). These articles can be accessed via DOI number:* `doi.org/10.1080/07468342.1999.11974039` and `doi.org/10.1080/07468342.1999.11974056` *or through JSTOR:* `www.jstor.org/stable/2687718` and `www.jstor.org/stable/2687598`.

Mathematics and the Liberal Arts: The Beginnings

I shall try to introduce the special session of the CSHPM [Mathematics and Liberal Arts] by tracing the (considerable) presence of mathematics in the ancient and medieval liberal arts tradition, and I shall consider what aspects of this legacy remain vital in

our time.

Agnesi Research Materials Available

Before I retired four years ago, I completed a literal translation of Maria Agnesi's *Instituzioni Analitiche* (2 vol., 1748). I used some of the drawings from Agnesi as well as some from John Colson's English translation, which was published in 1801. I was planning on going back through my translation and adding annotations and corrections, in addition to editing the translation as a whole. There are several mathematical errors in Agnesi's work, and they were not corrected or addressed in Colson's translation.

After some soul searching, I decided that this kind of work requires a mathematician with academic curiosity about this influential textbook, as well as a lot of time since it is a big "book." Rather than undertaking this editorial labor myself, I would like to give the translation and accompanying files to someone who is seriously interested in Agnesi and willing to work. To discuss transfer of the materials, please contact me at *axc5@psu.edu*. Please note that I am looking to hand over this translation entirely, not to enter a collaboration, since I have become engaged in nonmathematical projects in my retirement.

Antonella Cupillari

2025 CSHPM/SCHPM Meeting Programme

The Annual Meeting of the Canadian Society for History and Philosophy of Mathematics will be held at George Brown College in Toronto, 31 May–2 June 2025, in conjunction with the HSSFC Congress. All sessions are in room 340E of the St. James A building on the St. James Campus. Except for the one-hour May Lecture, presentations are 20 minutes, with 5 minutes for discussion and 5 minutes of set-up before the next talk. Nicolas Fillion organized the special session on Conceptual Change in Mathematics; Amy Ackerberg-Hastings and Robert Bradley organized the general session; and Craig Fraser served as local organizer.

SATURDAY, MAY 31

9:00 President's Welcome (Robert E. Bradley)

General Session: Early Modern Mathematics

9:15 Henryk Fukś (Brock University), "Doubling of cube by Juan Ramón Koenig"

9:45 Larry D'Antonio (Ramapo College), "Euler at the Berlin Academy"

10:15 Coffee Break

10:45 Robert E. Bradley (Adelphi University), "Lagrange's Plan for Transcendental Functions"

11:15 Craig Fraser (University of Toronto), "The Principle of Least Action in Mathematical Physics 1740–1900"

11:45 Lunch Break

General Session: Geometry at the Turn of the 20th Century

13:30 Christopher Baltus (SUNY Oswego), "Finite Geometry 1847–1905"

14:00 Doug Marshall (Minnesota Center for Philosophy of Science), "Purity of Methods, Multiple Determination, and Finite Geometry"

14:30 Coffee Break

Special Session: Conceptual Change in Mathematics I *This year's Special Session and May Lecture are made possible in part through the financial support of the Federation for the Humanities and Social Sciences.*

15:00 Francisco Martínez-Aviña (University of California, Davis): "Understanding and progress in mathematics"

15:30 Dirk Schlimm (McGill University), Conceptual change and notational change"

16:00 David R. Bellhouse (University of Western Ontario) and Christian Genest (McGill University), "The Role of the Dice in the History of Probability"

16:30 Gavin Hitchcock (Independent Scholar), "George Peacock: Reluctant Revolutionary"

SUNDAY, JUNE 1

General Session: Mathematics in Interdisciplinary Contexts

9:00 Irina Lyubchenko (George Brown College), "Infinity in Art and Mathematics: Kazimir Malevich and His Contemporaries"

9:30 Alma McKown, "Historiography of Indigenous Mathematics: 1880 to 1920 in the American Southwest"

10:00 Thomas Drucker (University of Wisconsin – Whitewater), "From Erlangen to Jena"

10:30 Coffee Break

11:00 Dora Musielak (University of Texas at Arling-

ton), "Mathematics and the Impulse from Physics: From Abstraction to Application, or Vice Versa?"

11:30 Sheldon Richmond (Independent Scholar), "Revolutions in Mathematics: A Surd Fantasy?"

12:00 CSHPM Annual General Meeting (Lunch Provided)

14:00 THE 2025 KENNETH O. MAY LECTURE, by Patricia Blanchette (University of Notre Dame): "Proof, Provability and Logical Consequence: A Conceptual History"

15:00 Coffee Break

Special Session: Conceptual Change in Mathematics II

15:30 Josh Lalonde, "Material and structural set theories from Cantor to Lawvere"

16:00 Jean-Pierre Marquis (Université de Montréal), "Abstract Structuralsm, conceptual change and the continuity of mathematical knowledgel"

16:30 Amy Ackerberg-Hastings (*MAA Convergence*), "Conceptual Change in 19th-Century American Mathematics Education"

MONDAY, JUNE 2

General Session: Philosophy of Mathematics

9:00 Bradley C. Dart (Memorial University of Newfoundland), "The Possibilities for Justiying Mathematical Definitions"

9:30 Zoe Ashton (The Ohio State University), "Two Cases of Epistemic Injustice in Math"

10:00 Nicolas Fillion (Simon Fraser University), "Backward error analysis beyond numerical mathematics"

10:30 Koray Akçagüner (University of Calgary), "Criteria for proof selection"

11:00 Coffee Break

General Session: History of Ancient Mathematics

11:30 Daniel Mansfield (University of New South Wales, Sydney), "Mesopotamian mathematics as an empirical science"

12:00 Roger Petry (Luther College at the University of Regina), "Boxing the Circle? An Examination of the Dimensions of the Ark of the Covenant in Light of Geometric Floor Markings at the Gihon Springs in the City of David (Jerusalem)"

12:30 Concluding Remarks (Nicolas Fillion)

BSHM Research in Progress Day

This annual BSHM meeting provides an opportunity for research students in any area of the history of mathematics to present their work. The 2025 edition took place on 22 February at The Queen's College, Oxford, and was organised by Brigitte Stenhouse.

Norbert Schappacher (Université de Strasbourg) gave the featured professorial lecture, 'How to Embed Research on the History of 20th-century Mathematics into Historical Epistemology'.

Research students on the programme included: Thomas Berthod (SPHERE, Université Paris Cité), 'Using Diagrams in Analysis: The Example of René Baire'; Megan Briers (Max Planck Institute for the History of Science, Technische Universität Berlin), 'Controversy over Correspondence: Richarda Airy and the Discovery of Neptune'; Steven Abbott Williams (Swansea University), 'Data in Sports: The Case of Wisden'; Jason Yip (Middlesex University) and Tom Briggs, 'Using History as a Pedagogical Tool for Enhancing Affective Development and Academic Performance in Year 7 and 8 Mathematics Classrooms'; Petra Stanković (University of Oxford), 'Russian Mathematicians at the Serbian Academy of Arts and Sciences Post World War I'; Elisa Dalgalarrondo (Sphere/Cité du Genre, Université Paris Cité), 'The "Femmes et mathématiques" Seminar at the Université d'Orsay: A Window on Women's Perceptions of their Place in Mathematics in France (1974)'; Elife Çetintas (Bergische Universität Wuppertal), 'The term "Structure" in Mathematical Discourse from 1889 to 1942: A Bibliometric Study by Using the *Jahrbuch über die Fortschritte der Mathematik*'; and Kate Hindle (University of St Andrews), 'D'Arcy Thompson and the History of Mathematics in the Early 20th Century'.

Additionally, the BSHM Undergraduate Essay Prizewinners were recognized and gave brief talks: David Thorsteinsson (University of St Andrews), 'Quantity, Culture, and Cognition: The Role of Agriculture in Shaping Numerical Concepts'; and Andrew Halyburton (University of St Andrews). 'The Diffusion of Hindu-Arabic Numerals Throughout the Late Medieval Europe'. Over the lunch break, attendees were also able to view four posters on various aspects of the history of mathematics.

For abstracts and other additional information, see www.bshm.ac.uk/sites/default/files/research_in_progress_2025_programme.pdf.

Robert Thomas

Charles V. Jones (1939–2025)

Born on 3 May 1939, Charles V. Jones earned a PhD in mathematics in 1979 at the University of Toronto, where he was a student of Kenneth O. May. Jones was very active in CSHPM's early years, including: presiding over the 9 June 1973 meeting at which attendees voted to organize the Society; co-writing the bylaws; serving as CSHPM's first president; and writing two histories of the Society's early years. These accounts can be found in the Archives – *Bulletins* and early newsletters section of www.cshpm.org. See the February 1978 and Fall 1985 links.

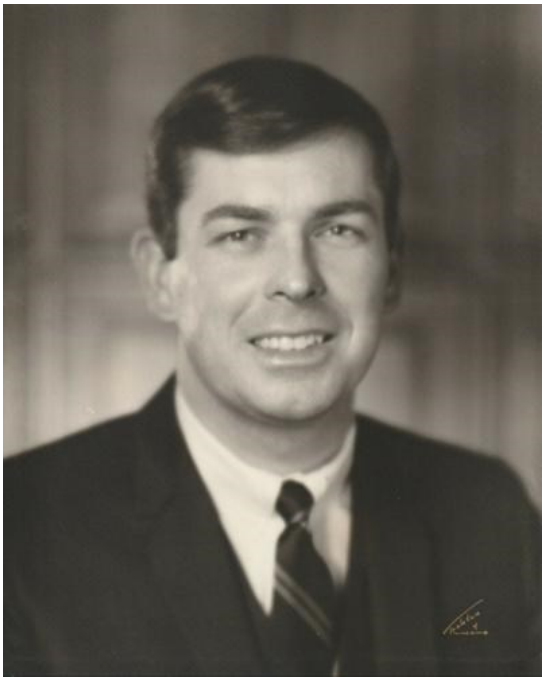

Figure 2: Charles V. Jones

Jones joined the mathematics faculty at Ball State University in 1984 and remained as a full professor until his retirement in 2007. He continued to be interested in the history of science and mathematics throughout his career, but he was also known in Muncie, Indiana, for receiving the Lawhead Award for General Education that recognizes outstanding contributions to Ball State's core curriculum (1992), assisting dislocated and furloughed factory workers wishing to return to education (1998), and serving as the Executive Director of the Office of Teaching and Learning Advancement (from 1997). He was also a Mason and an Assistant Boy Scoutmaster. He married Jeanette Parkansky and raised two sons, Charles and David. Jones died on 3 March 2025. Peace to his memory.

HoM Seminars

Several organizations hold regular colloquia and talks on the history and philosophy of mathematics. If yours is not mentioned below or in the HOM SIGMAA article, please send a schedule to aackerbe@verizon.net.

The Philadelphia Area Seminar on the History of Mathematics (PASHoM), organized by Alan Gluchoff, hosted the following speakers in 2024–2025: Alan Levine (Franklin and Marshall), "Markov's 'Calculus of Probabilities," on October 24; Roman Snajder (Bowie State), "Euler, Kuhn, and Kochanski on the Rectification of the Circumference of a Circle," on November 21; David Richeson (Dickinson), "The Heart of Mathematics: The Ubiquitous Cardioid," on January 16; Maryam Vulis (CUNY, York), "Remarkable Achievements of the American Scientist and Mathematician Ernest Wilkins," on February 13; Tomas Guardia (Gonzaga), "Rithmomachia and Fiboquadratic Numbers," on March 20; and Rob Bradley (Adelphi), "Lagrange, Servois, and the Foundations of Calculus," on April 10. Additionally, on September 12 Tom Drucker led a discussion of the paper, "Exploring Felix Klein's Contested Modernism," by Peter Heinig, Mikhail G. Katz, Karl Kuhlemann, Jan Peter Schäfermeyer, and David Sherry.

The Claremont History and Philosophy of Mathematics Seminar hosted Iris Clever (Chicago), "The Making of the Modern Statistical Identity: From Skull Science to Biometrics," on November 15. A one-day workshop was held at Pitzer College on February 15 on the theme, "The alchemy of mixing mathematics," which explored ways in which mathematics is applied and impure. Speakers on the program included: E. A. Hunter (Chicago), "Tradition at Play: Reassessing Archimedes' *Measurement of the Circle*; Erich Reck (UC Riverside), "Structuralist Understanding in Mathematical Practice"; Patrick Ryan (Chapman), "Impurity, Simplicity, and Explanatory Proof"; Claudio Gómez-Gonzáles (Carleton), "Plants of slow growth: reducing coefficients and sustaining mathematics"; Emrys King (Pomona), "The Mixing

of Eugenics and Statistics in English-Language Pedagogy Across the 20th Century"; and Ainslee Archibald and Jane Panangaden (Pitzer), "A Close-Reading of 'Sterilization for Human Betterment'." According to the program, the post-conference reception humorously featured snack *mix*.

The Ohio River Early Sources in Mathematical Exposition (ORESME) Reading Group, organized by Dan Curtin and Danny Otero, met September 27–28 at Xavier University to examine several selections by Euler and Lagrange that are related to the genesis of the Law of Quadratic Reciprocity. On January 31–February 1 at Northern Kentucky University, the group tackled the first nine chapters of Henry Briggs's *Arithmetica Logarithmica* (1628).

HOM SIGMAA News

HOM SIGMAA conducted officer elections, in which Ximena Catepillán was re-elected to serve as chair for a second term. Eugene (Bud) Boman, emeritus professor at Penn State Harrisburg, is our newly-elected Electronic Resources Coordinator. Many thanks to Antonia Cardwell, associate professor at Millersville University and our past Electronic Resources Coordinator, for her first-rate commitment to HOM SIGMAA. We have continued our HOM SIGMAA Virtual Speaker Series presentations with excellent talks. The first speaker for this spring was Alicia Zelenitsky Hill of Simon Fraser University, who presented an algorithmic approach to the study of Japanese mathematical texts from the Edo Period. In March we had E. A. Hunter from the University of Chicago, who spoke about "Archimedes Calculating π and Eating It Too." In April our speaker was Ciarán Mac an Bhaird of Maynooth University (Republic of Ireland), who shared "Mathematical Histories in an Unexpected Place: Scientific Texts and Hidden Narratives in Maynooth's Russell Library." If you have any suggestions for speakers for our Virtual Speaker Series, please contact Abe Edwards (*aedwards@msu.edu*), our HOM SIGMAA Program Coordinator. Save the date for MAA MathFest 2025 in Sacramento, CA, August 6–9. Victor Katz has tentatively agreed to be our speaker for the Annual HOM SIGMAA Business Meeting. Additionally, HOM SIGMAA is planning on holding numerous events including talks, sessions, workshops, panels, readings, and a trivia contest.

Ximena Catepillán & Abe Edwards

2024 Financial Statements

The following financial statements cover the period 1/1/2024 through 12/31/2024.

TD Canada Trust CAN Funds	
Income	$CAN
Dues by Cheque	56.00
Transferred from PayPal	8,579.52
CFHSS Net Receipts (2024)	1,240.00
Total	9,875.52
Expenses	$CAN
BSHM Memberships, 2024	760.31
Office Expenses	70.00
Student Bursaries	1,450.00
Website Company	203.40
CFHSS Society Fees (2023/4)	3,902.87
Total	6,386.58
Net Income	3,488.94

TD Canada Trust US Funds	
Income	$US
Dues by Cheque	685.50
Total	685.50
Expenses	$US
Philosophia Mathematica	651.00
Historia Mathematica	1,817.90
Annals	602.94
Student Bursaries	1,200.00
Bank Fees	36.00
Secretary Office Expenses	22.01
Total	4,354.05
Net Expense	(3,668.55)

Paypal	
Income	$CAN
Membership	9,305.52
Total	9,305.52
Expenses	$CAN
Transfer to Canadian Account	8,579.52
PayPal Service Charges	331.00
Payment for SCIAMUS (2022/3)	395.00
...continued in next column	

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Total	9,305.52
Net Income	0.00
Assets in Canadian Funds	
Cash, TD Canada Trust Account	$CAN
Balance (12/31/2023)	33,774.70
Net Income	3,488.94
Balance as of 12/31/2024	37,263.64
Cash, PayPal Account	$CAN
Balance (12/31/2023)	0.00
Net Income	0.00
Balance as of 12/31/2024	0.00
Investments	
Meridian Credit Union (4.8%, matures 01/26)	10,000.00
Balance	10,000.00
Total Assets (CAD)	47,263.64
Assets in US Funds	
Cash	$US
Balance (12/31/2023)	6,587.77
Net Expense	(3,668.55)
Balance (12/31/2024)	2,919.22
Total Assets (USD)	2,919.22
=$CAN	4,200.22
Grand Total Assets (12/31/2024, $CAN)	51,463.86

Comments:

The Society has three accounts: a TD Canada Trust account for Canadian funds (CAD), a TD Canada Trust account for American funds (USD), and a PayPal account (CAD). The two bank accounts are used to deposit income or pay expenses in the appropriate currency. For example, journal subscriptions are paid in US dollars (with the exception of SCIAMVS which is paid in CAD dollars). Payments to the BSHM for memberships are made in GBP and sent by wire. Memberships paid by cheque can be in CAD or USD. The PayPal account is used to collect membership dues and journal subscriptions via the Internet; the PayPal account is kept in Canadian dollars. The December 31 2024 exchange rate of 0.695 CAD per USD was used to convert USD assets to a CAD equivalent and enable members to assess the Society's overall financial position.

Craig Fraser

MAA Convergence, Old and New

MAA Convergence, the MAA's refereed online journal for the use of the history of mathematics to teach mathematics, completed 21 years of publishing as a website with several new articles in late 2024. For example, in "'A Magazine of all perfection': Mathematics in the Early Modern Satire *Histrio-Mastix*," Laura Søvsø Thomasen and Henrik Kragh Sørensen explicate references to mathematics in this English play produced around 1600 and offer suggestions for classroom discussions or exercises.

Toke Knudsen and Leah Bridgers discuss the life, career, and influential publications of their notable predecessor at SUNY Oneonta in "Vera Sanford's *A Short History of Mathematics*: A Mathematical Treasure." Additional substantive Mathematical Treasures added in 2024 include Gaspar Schott's *Cursus Mathematicus sive absoluta omnium mathematicarum disciplinarum encyclopædia* (1661), contributed by Jacqueline Dewar and Sarah Greenwald; Suspension Pantograph by G. Coradi (ca 1928), contributed by Peggy Aldrich Kidwell; and Mary Ellen Rudin's *Lectures on Set Theoretic Topology* (1975), contributed by Daniel E. Otero.

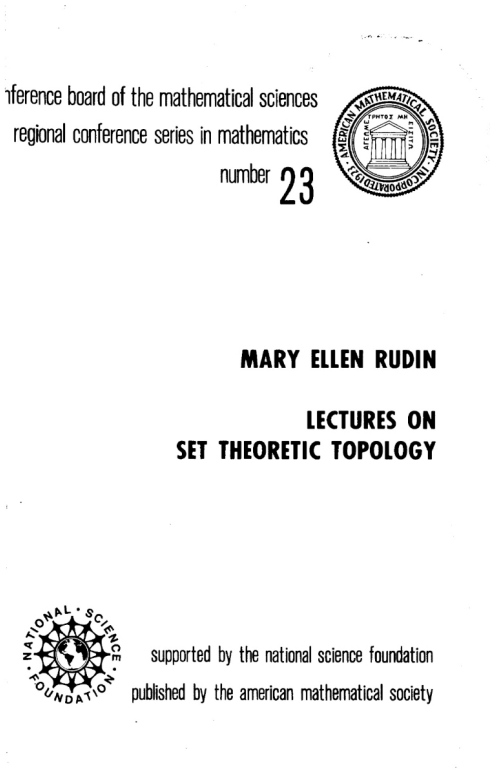

Figure 3: Rudin's *Lectures*

The TRIUMPHS team added another mini-Primary Source Project (mini-PSP) to the "Series of Mini-projects from **TR**ansforming **I**nstruction in **U**ndergraduate **M**athematics via **P**rimary **H**istorical **S**ources," "L'Hôpital's Rule: A Mini-Primary Source Project for Calculus I Students," by Daniel E. Otero. Mike Molinsky added the following entries to his "Quotations in Context" series: Nathaniel Bowditch, Pierre de Fermat, and Sophie Germain. And, the "Historically Speaking" reprint series edited by Betty Mayfield shared commentary by V. Frederick Rickey on "George Washington and Mathematics Education," a column written by Edmund E. Ingalls for *Mathematics Teacher* in 1954.

Figure 4: Bowditch, Germain, Fermat

All of these articles (and many more resources for teaching mathematics via its history!) will be available from the MAA's "old" website through at least July 2025. Find the homepage at `old.maa.org/press/periodicals/convergence`.

With the dawn of 2025, *MAA Convergence* became a subscription journal available to MAA members. Even though a number of changes are thus underway, we expect to continue to offer high-quality, practical resources throughout our 22nd year and beyond. Find an updated Aims & Scope statement, submission information, and information for referees at `maa.org/publication/convergence/`. A welcome from the editors and several new entries in our popular article series are available on `maa.tandfonline.com/journals/ucnv20`. Taylor & Francis have made the opening editorial free to all readers, so please stop by and check out our new home. The MAA has committed to preserve *MAA Convergence*'s existing catalog of articles in this location within the T&F suite of MAA journals; we expect that the transfer will be completed by the end of 2025. We are still searching for a permanent host for our web-based features such as On This Day, Quotations, and Problems from Another Time. Our long-running Calendar of conferences on the history of mathematics and its use in teaching has moved to HOM SIGMAA's website, `homsigmaa.net`, where it will be managed by Electronic Resources Coordinator (and former *Convergence* associate editor) Bud Boman. Please send questions about and suggestions for our move to *convergence@maa.org*.

Daniel E. Otero & Amy Ackerberg-Hastings

More Things in Shakespeare

Shakespeare's plays have often lent their titles to works of other sorts, and *Much Ado About Nothing* more than most. The title has been appropriated for works on nihilism, economic and trade issues, and multiracial churches. One of my favourites is Edward Grant's history of theories of the vacuum in the Middle Ages and the Renaissance.

Sometimes the title is used with a twist, and a recent example is Rob Eastaway's *Much Ado About Numbers* (2024 from both Allen & Unwin in London and The Experiment in New York City). The subtitle, *Shakespeare's Mathematical Life and Times*, indicates the author's intention of saying something about Shakespeare and mathematics at the same time. His reputation as a popularizer of mathematics suggests that the Bard is being used to help promote mathematics among those perhaps more inclined to the theatre. Is there much of interest to the historian of mathematics in the result?

As the bibliography indicates, he is largely dealing with secondary sources. An example is his including W. W. Rouse Ball's *A History of the Study of Mathematics at Cambridge*, for which he mentions a 2022 edition. He also includes plenty of reference material on Shakespeare (*e.g.*, a timeline of his life and a list of all the plays). In fact, some of the more lively parts of the text are those in which Eastaway describes his learning more about the Elizabethan period and the environment in which Shakespeare worked.

The style of the presentation includes plenty of examples of constructions such as 'Shakespeare might well have...' or 'It is easy to imagine Shakespeare...' . It is hard to blame the author in light of how little information we have about what Shakespeare actually did. Still, this sort of imaginative reconstruction might not come across quite so much as the 'history' Eastaway claims to be writing. As in his other books, he always strives for a light touch and uses an abundance

of colloquialisms to achieve it.

Any book on Shakespeare is tempted to address the claims that he could not have written the plays attributed to him. Eastaway tackles Baconians and Oxonians in his discussion of codes and ciphers, and he ends up with the conclusion that any hidden message can be found in a text if one looks hard enough.

In addition to quotations from the range of Shakespeare's works (plays and poetry), he also provided tables, a product of what search engines can accomplish these days. For example, he compares the number of times Shakespeare mentions astronomical bodies with their frequency of appearance in Marlowe, Jonson, Donne, and Milton. The suggestion is that Shakespeare was more 'moonstruck' than any of these near contemporaries. He has other tables providing information on the frequency of Shakespeare's references to various units of money and measures of distance.

There are some detailed arguments about mathematical problems themselves. For example, an appendix supplies a winning strategy for Three Men's Morris. Eastaway also explains that Galileo pointed out why one was more likely to get a ten from the throwing of three dice than a nine. It is typical of the author's casual style that he does not mention where in Galileo's writings one might have found the argument.

It is probably clear that the kind of mathematics being addressed is the presence of numbers and measurements in the text rather than the more abstract mathematics that might be expected to come with it. For example, Eastaway's discussion of astronomy includes Copernicus and Brahe but not the trigonometry that was developed to deal with planetary and sidereal motion. He mentions that a portrait of Brahe includes the names around the periphery of illustrious relatives, among them Rosencrantz and Guildenstern. That leads to the speculation that Shakespeare may have used the portrait as a source for names in *Hamlet*.

Most readers of English poetry are used to constructions like 'twice four' for eight, if only for the sake of variety. Eastaway speculates that much of that habit may have come from Shakespeare's use of similar phrases. He then goes ahead to argue that Shakespeare must have liked doing multiplication if he kept finding alternative ways of giving numbers. Some of us readers may have always taken the habit for granted, so having it pointed out explicitly at least raises a question.

Among the mathematicians who come in for multiple mentions are Recorde, Harriot, and Dee. (Eastaway is concentrating on British sources.) He claims that Shakespeare 'almost certainly' used Recorde's *The Ground of Arts* as his guide to arithmetic. Harriot comes up in the context of arguments about the existence of atoms. Eastaway also brings up the suggestion that Dee may have been the inspiration for Prospero in *The Tempest*. In the absence of direct evidence, there is plenty of room for suggestive relationships.

Xenocrates famously remarked that if horses wrote about gods, the gods would be like horses. In a similar way, those who come to Shakespeare from a certain perspective are likely to find that perspective central to the playwright. A butcher finds that he probably spent his lost years in the meat business, while a lawyer points to the evidence that he must have studied law. It is not surprising that Eastaway finds that Shakespeare was, if not a mathematician, at least an arithmetician (a word that appears in *Othello*). While there is a discussion of the playwright's attachment to 'nothing' (after all, it appears in the title of a play), one might have thought of including his interest in the infinite, as in Hamlet's observation that he could be bounded in a nutshell and count himself the king of infinite space.

One suspects that the book falls into line with the author's other works bringing mathematics to a larger audience. If *Much Ado About Numbers* can cross the bridge between the two cultures and bring Shakespearean devotees to a greater appreciation of mathematics, it will have done a service. It is a little less clear that mathematicians will be led to a greater appreciation of Shakespeare, and historians of mathematics even less so.

Thomas Drucker

Off the Shelf: Dolciani's Textbooks

Dolciani, Mary P., and William Wooton. *Book One: Modern Algebra: Structure and Method.* Editorial Advisers Andrew M. Gleason and Albert E. Meder, Jr. Rev. ed. Boston: Houghton Mifflin Company, 1970.

Jurgensen, Ray C., Alfred J. Donnelly, John E. Maier, and Gerald R. Rising. *Geometry.* Editorial Adviser Albert E. Meder, Jr. Boston: Houghton Mifflin Company, 1975.

Dolciani, Mary P., Simon L. Berman, and William Wooton. *Book Two: Modern Algebra and Trigonometry: Structure and Method.* Editorial Adviser Albert E. Meder, Jr. Rev. ed. Boston: Houghton Mifflin Company, 1970.

Brown, Richard G., and David P. Robbins. *Advanced Mathematics: An Introductory Course.* Editorial Adviser Andrew M. Gleason. Boston: Houghton Mifflin Company, 1975.

Years ago, David Orenstein pitched an installment of Off the Shelf, our series that revisits influential or overlooked books in the history or philosophy of mathematics, on algebra textbooks he had used at various points in his high school teaching career. He then veered off into other topics, such as the international mathematics meetings held in Canada that so engaged him. I had already done some due diligence on his list, though, and noticed that one cover image looked awfully familiar. A little more digging revealed that the algebra textbooks I used in high school came from the famous Dolciani series—although a perusal of the sequence my math teacher followed might suggest we should actually think of these as Gleason-Meder books.

Anyway, this seemed like a sign that I should finally add the volumes to my personal library; inexpensive copies were easy to find from online auction and reseller sites. I will not attempt anything like a formal history of mathematics education analysis here. Rather, after a little bit of context-setting, I will share a few observations that arose while I read these books as both a historian of education and a former student.

Mary P. Dolciani (1923–1985) earned her PhD at Cornell and taught for 40 years at Hunter College, where she was active in the School Mathematics Study Group (SMSG), one of the leading proponents of New Math in the United States. She contributed to about two dozen secondary and undergraduate textbooks—as is typical of textbook series, the exact total shifts around due to overlapping content and revised or retitled editions. The other mathematicians and educators named in the bibliographic references above also passed through SMSG. Andrew M. Gleason (1921–2008), the Harvard Hollis Chair who solved Hilbert's Fifth Problem, is probably the most famous of the group. William Wooton taught at Los Angeles Pierce College and wrote one of the first histories of SMSG, *SMSG: The Making of a Curriculum* (Yale, 1965). Ray C. Jurgensen, Alfred J. Donnelly, and John E. Maier were all teachers at a private school in Indiana. Albert E. Meder (1903–1998) was an administrator at Rutgers; Gerald R. Rising (1927–2022) was as well-known at the University of Buffalo for his writings on bird-watching as for his research into mathematics education; and Richard G. Brown taught with David P. Robbins at Phillips Exeter Academy. Robbins (1942–2003) spent most of his career on codebreaking and military research, and his family established an AMS prize in his honor.

Modern Algebra opens with a chapter on "Numbers and Sets," so its positioning within New Math is immediately obvious. The second chapter deals with terminology, and then the authors turned to operations on real numbers and to solving equations. Factoring does not appear until chapter 7, although my main memory of the class involves factoring expressions *ad infinitum*. Red print is everywhere, presumably as a relatively inexpensive way to add color and interest, and each chapter opens with a full-page photograph of something mathematical, such as organ pipes. Features such as "Who Uses Mathematics?", "Extra for Experts," and "The Human Equation" (nods to the history of mathematics) appear at the ends of chapters. Answers to the odd-numbered exercises are placed at the end of the book; I also remember my classmates complaining bitterly when our teacher assigned the "evens." As many of you know, I grew up in a farming town of 750 people, meaning in part that I had the same math teacher for all four years of high school. His oldest daughter was in my class, so a hybrid teacher-parent dynamic was a frequent occurrence during lessons.

The typesetting and style for the other books are similar to those in *Modern Algebra*. When I was a mathematics teaching assistant in the 1990s, there was a backlash against using red ink to correct student work because it made them feel bad and lose confidence, and I now irreverently wonder about the extent to which that perception was shaped by millions of Baby Boomers and Generation Xers using textbooks designed by Houghton Mifflin staff. More seriously, *Geometry* bravely ventured into parallel lines and planes as soon as chapter 3 and devoted considerable attention to proving properties of polygons. Two-column proofs are introduced in chapter 1 and used throughout the text. As sophomores, I recall that our favorite reason for a statement was "Given."

When we received our Algebra II and Trigonometry textbook, I remember the teacher asking us to turn to the tables of trigonometric functions in the back and then announcing that we were very lucky because we had scientific calculators to consult instead of these pages. It was common for our school to have filled out the "This Book is the Property Of" chart inside the front cover two or even three times, so we might encounter our classmates' parents' names among the previous users. This thriftiness was perhaps laudable in math class, but it sometimes raised issues when we moved next door to study history. Rereading the text now, I was struck both by how many topics from *Modern Algebra* were reinforced and expanded upon and by how advanced some of the later topics were, such as polar vectors, permutations, and matrices (none of which my class reached).

Advanced Mathematics essentially offers a precalculus course, so it started with analytic geometry, briefly introduced functions, turned back to trigonometric properties, and then considered a variety of formulas involving complex numbers, sequences, and polynomials. And yet, neither this class nor the version I took as an undergraduate explained how all of these computations connected to calculus concepts. Perhaps we should have used the classroom's two Apple IIcs to do the "Computer Project" on page 267, which has some lovely diagrams of Riemann sums. Since I griped about the red ink, I should also note that the second color in this volume is in fact a more cheerful pink.

In social media such as the user reviews on Amazon and Goodreads, one can find some nostalgia for returning to the Dolciani books and their rigorous teaching of the "good old days." It is likely, though, that those advocates' grandparents longed for a reintroduction of the textbooks by George Wentworth and Webster Wells, and that the grandparents of those grandparents wished that the Euclids of Robert Simson and John Playfair were still found in school classrooms.

Amy Ackerberg-Hastings

Online Edition of Newton's *Principia*

The Newton Project was founded in 1997 by Prof. Rob Iliffe (University of Oxford) and Scott Mandelbrote (Peterhouse, Cambridge) to create a state-of-the-art, definitive edition of the writings of Isaac Newton (1642–1727). Recognizing the many limitations of print editions, the editors set out to make use of the opportunities provided by the World Wide Web to create a comprehensive searchable and Open Access digital edition of the approximately 14 million words that Newton left at his death. In the almost three decades of its existence, the Newton Project has set new and exacting standards for the publication of online digital editions and has completely transformed the quality of historical research on Newton's life and work. See the current website at `www.newtonproject.ox.ac.uk/`.

Supported by both public and private sources of funding, the Newton Project is the largest born-digital online edition in existence, and has long been both an inspiration and a template for other major digital projects. The vast range of writings already available on the Newton Project website contain all of Newton's fascinating early notebooks and treatises in theology, history of the Church, mathematics, optics, mechanics, astronomy, and the like. When completed, the edition of Newton's papers will further cement its status as the most significant and sophisticated digital collection of any individual's writings, accessible to anyone with access to the Web.

The Project offers readers a choice of searchable Text Encoding Initiative (TEI)-compliant transcriptions in diplomatic and normalized form, along with translations of all of Newton's significant scientific and non-scientific writings originally composed in Latin and Greek. It reproduces detailed diagrams in the original texts and provides links to images of the originals at Cambridge University Library and the National Library of Israel. It contains a rich environment of textual commentaries and other ancillary materials, including all unpublished and published contemporary biographies of Newton. The Project also seeks to provide both academic and non-academic readers with a suite of novel analytic digital tools that will allow them to find previously undiscovered links between different areas of Newton's work.

By the end of 2027 (the tercentenary of Newton's death) the Newton Project plans to release online transcriptions of all calculations, observational data, and drafts of the *Principia*, including notes from his personal copies and interleaved versions of the published text. By the end of 2029 the Project plans to complete a comprehensive digital edition of these

writings, including errata, correspondence, and commentaries written by contemporaries.

The *Principia* ranks among the handful of genuinely transformative writings in the history of science, and the digital edition of the work will give researchers across the globe enhanced access to the papers on which Newton worked out solutions to old and new problems in the natural sciences. Readers will be able to see in extraordinary detail the development of Newton's core doctrines of universal gravitation, the laws of motion, and definitions of key concepts of force and mass. The edition will provide insights into how he used experimental data to test and corroborate his theories, and will allow historians to see in unprecedented detail how he refined his work in response to criticisms.

The editorial team will be composed of scholars with expertise in history, computing science, physics, and mathematics. It will use novel methodological approaches and state-of-the art digital tools such as AI-powered Handwriting Recognition Software (HRS) to help with the transcription of the circa 8,000 pages of the *Principia* manuscripts. These will be corrected, and difficult passages transcribed from scratch, by expert transcribers with substantial experience working with Newton's handwriting.

The Newton Project has already published full transcriptions of all three editions of the *Principia*, and high-quality images of all the original writings associated with the creation of these editions are already available via the Cambridge Digital Library (CUDL) website.[1] When completed towards the end of 2027, the CUDL website will contain a side-by-side presentation of the images and transcriptions.

The image accompanying this article depicts the first page of De motu corporum in gyrum, the first step towards writing *Principia Mathematica*. The draft is in Newton's hand and dated Autumn 1684. The manuscript is held by Cambridge University Library in MS Add. 3965, fol. 55r. It is reproduced by kind permission of the Syndics of Cambridge University Library

The digital edition of the *Principia* will be of interest not only to historians of science and mathematics, and to philosophers of science, but also to teachers and

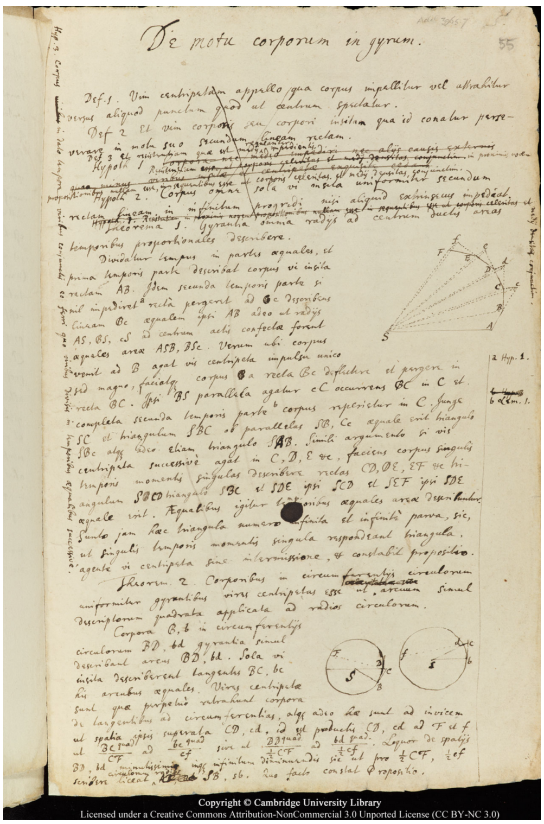

Figure 5: Newton Manuscript

students of calculus and classical mechanics. Indeed, Newton's demonstrations (for example, the proof that Kepler's equal areas law is a necessary and sufficient condition for central force motion, or the calculation of the gravitational attractions exerted by a uniform spherical shell and a uniform sphere) are exemplary for their intuitive simplicity and deep physical meaning. These features of the Newtonian science of motion and gravitation, which characterize some demonstrations of the *Principia*, have already been exploited in several textbooks, for example in A.P. French's classic *Newtonian Mechanics* (New York, N.Y.; London: W.W. Norton, 1971).

To capture the interest of modern audiences, the digital edition will contain introductory notes and commentaries specifically addressed to mathematics teachers and students, animate presentations of Newton's kinematic conception of curves and other geometrical figures, and render his idiosyncratic mathematical style into standard mathematical notation easily accessible to the modern reader. As a result, the online edition of the *Principia* will provide a friendly and inspiring platform for students to approach the

[1] See `cudl.lib.cam.ac.uk/collections/newton/1`. For manuscripts specifically related to the *Principia*, see `cudl.lib.cam.ac.uk/view/MS-ADD-03965/1`.

beauty and power of Newtonian mechanics.

Rob Iliffe and Niccolò Guicciardini

Quotations in Context

> "Euclid taught me that without assumptions there is no proof. Therefore, in any argument, examine the assumptions."

Starting in 1951, the journal *Mathematics Magazine* created a new department, "The Personal Side of Mathematics." With the exception of two issues, articles appeared under this heading through the March–April issue of 1953. While some articles focused on the mathematical experiences of historical figures, other articles in the department reported the personal experiences of the authors themselves, with many such articles simply titled "What Mathematics Means to Me."

The very first article to appear under the heading "The Personal Side of Mathematics" had a title that looked into the past rather than the present: "What Mathematics Has Meant to Me." This article was written by the mathematician Eric Temple Bell (1883–1960), who summed up what he had been asked to do in his first paragraph:

> The Editor has asked for about 400 words on "what mathematics has meant to me." Notice the 'me' — not somebody else. This will account for all the 'I', 'me' in what follows, for which I apologise. I am as embarrassed as if I had inadvertently stood up in church to tell the congregation how and why I had been saved. You may be even more embarrassed in witnessing my testimony [Bell 1951, p. 161].

Bell then related a story from his youth, when his cousin won, as a school prize, a calf-bound copy of *A Treatise on Electricity and Magnetism*, by the Scottish mathematician and scientist James Clerk Maxwell (1831–1879). Bell was unable to read this work since he lacked the necessary mathematical background, and this drove him to take private lessons in calculus, after which he found himself "in possession of a key that unlocks a hundred doors" [Bell 1951, p. 161].

The final paragraph of the very brief article is the source of this column's quotation, where Bell discussed the importance, both inside and outside of mathematics, of recognizing the underlying assumptions of any argument. He concluded with a reference to John 18:38 from the New Testament, where Pontius Pilate asks Jesus, "What is truth?":

> Another thing I got from mathematics has meant more to me than I can say. No man who has not a decently skeptical mind can claim to be civilized. Euclid taught me that without assumptions there is no proof. Therefore, in any argument, examine the assumptions. Then, in the alleged proof, be alert for inexplicit assumptions. Euclid's notorious oversights drove this lesson home. Thanks to him, I am (I hope!) immune to all propaganda, including that of mathematics itself. Mathematical 'truth' is no 'truer' than any other, and Pilate's question is still meaningless. There are no absolutes, even in mathematics [Bell 1951, p. 161].

Mike Molinsky

Reference

Bell, E. T. 1951. What Mathematics Has Meant to Me. *Mathematics Magazine* 24(3): 161. https://doi.org/10.2307/3029094.

New Members

Congratulations to the following new members who have joined the Society since our last Bulletin. We look forward to your contributions.

Zhibin Chen
Leuven
Belgium

E. A. Hunter
Chicago, IL
USA

Emrys King
Deerfield, IL
USA

Mathison Knight
Hatfield, Hertfordshire
UK

Josh LaLonde
Ottawa, ON
Canada

Roger Lipsett
Brookline, MA
USA

Irina Lyubchenko

Toronto, ON
Canada

Ciaran Mac an Bhaird
Maynooth, Co. Kildaire
Ireland

Alison Wylie
Vancouver, BC
Canada

From the Editor

As some of you know, I recently wrote a history of the Society through the lens of the *Bulletin* and its predecessors, along with other forms of communication CSHPM has used over the past 50 years. One theme that stood out to me is that our merry band of historians and philosophers of mathematics is strongest when we have a broad base of members carrying out the Society's various activities. Many of the necessary tasks do not take much time, but when more and more of them are piled on the same few people, the work becomes an additional unpaid job among the many instances of uncompensated labor that pervade 21st-century academia. What could you do to serve CSHPM? Do you have time to read occasional emails and help make decisions by consensus about the direction of the Society? Are you skilled at twisting arms and securing nominations? Have thoughts about locations or themes for upcoming meetings crossed your mind? Can you collect and edit a couple dozen short articles and reports twice a year? Do you like to update websites? Have you a vision for turning the archive of CSHPM Notes into a collected volume? Do you have a couple of hours in the late winter to fill out *pro forma* grant requests? Please bring your interest in CSHPM's work and willingness to volunteer to the Annual General Meeting on June 1 in Toronto. If you are not able to attend but want to explore helping out with tasks, please email one of the officers, Councillors, or editors—our email addresses are always listed on page 2 of the *Bulletin*.

The next submission deadline for our semiannual newsletter is **October 1, 2025**. As always, the editors seek items of interest to historians and philosophers of mathematics, such as reports on conferences attended, activities of other societies, or discussions of publications. We also welcome memorials of historians or philosophers of mathematics who have passed away and short yet substantive articles that are informative or thought-provoking as well as relevant to the practice of history or philosophy of mathematics. Les soumissions en français sont les bienvenues. If you are interested in preparing an Off the Shelf column (re-examinations of classic or overlooked works in the philosophy or history of mathematics) or interviewing someone whose career is related to the history or philosophy of mathematics, please contact me. The preferred formats for submissions are Microsoft Word (please turn off its auto-formatting features such as "curly quotes") or LaTeX data files (not compiled PDFs). Please send images as separate files (JPG or PNG formats work well), not embedded in a Word document. Submissions may be sent to *aackerbe@verizon.net*.

Have an announcement about an event that is time-sensitive? Learn something from another organization that is relevant to CSHPM's mission? Have some good news to share? All members may post information on the announcements elist by sending an email to *cshpm-announcements@gaggle.email*. If you are not comfortable distributing an announcement yourself, please feel free to ask me to take care of it on your behalf.

Amy Ackerberg-Hastings