Recent Journal Publications on the History of Mathematics Education

Apart from special periodicals, studies on the history of mathematics education can also be found in several journals devoted to neighboring areas. We are giving information on recently published relevant papers.

In the journal *Science & Education*, there was a special issue *Science Teaching in Early Modern Europe* (vol. 15 (2006), nos. 2,3,4) which contains several studies relevant for mathematics:


In the journal *History of Universities*, there is in vol. XXI, no. 1, 2006, the commented edition:


In the recent issue of the journal of the *British Society for the History of Mathematics*, there is the paper:

The International Journal for the History of Mathematics Education

The special issue nos. 4&5, 2006, vol. XLII of the journal *Paedagogica Historica* contains the Proceedings of TSG 29 at ICME 10, Copenhagen: *History of Teaching and Learning Mathematics*, which led to the establishment of IJHME:

1. **Transmission and Modernizations of Mathematical Curricula**
   


   Kristín Bjarnadóttir, “From Isolation and Stagnation to 'Modern' Mathematics in Iceland: a Reform or Confusion?” 547 – 558.

2. **Teaching Practice, Textbooks, Teacher Education**
   


3. **Cultural, Social and Political Functions of Mathematics Education**
   

   Alexander Karp, “‘Universal Responsiveness’ or ‘Splendid Isolation?’ Episodes From the History of Mathematics Education in Russia,” 615–628.


4. **Synthesis**
   
Announcement of a symposium:


In March 2008, there will be a symposium in Rome to celebrate the centennial of the International Commission on Mathematical Instruction (ICMI). Starting from a historical analysis of principal themes regarding the activities of the ICMI (reforms in the teaching of the sciences, teacher training, relations with mathematicians and with research, and so on), discussions will focus on identifying future directions of research in mathematics education and possible actions to be taken to improve the level of scientific culture in various countries.

The program includes plenary sessions, invited short talks, and working groups.

PLENARY LECTURES
* PL0: Moments of the life of ICMI [Opening Plenary]
* PL1: The development of mathematics education as an academic field
* PL2: Intuition and rigor in mathematics education
* PL3: Perspectives on the balance between application & modelling and 'pure' mathematics in the teaching and learning of mathematics
* PL4: The mutual impact of research and practice in mathematics education
* PL5: The origins and early incarnations of ICMI
* PL6: ICMI Renaissance: the emergence of new issues in mathematics education
* PL7: Centres and peripheries in mathematics education
* PL8: Closing Plenary

SATURDAY PANEL
* ICMI’s challenges and future

WORKING GROUPS
* WG1: Disciplinary mathematics and school mathematics
* WG2: The professional formation of teachers
* WG3: Mathematics Education and Society
* WG4: Resources and technology throughout the history of ICMI
* WG5: Mathematics Education: an ICMI perspective

SHORT TALKS
More information can be found at the symposium Website:

If you are interested in participating in a working group, please contact one of its chairs. Depending on the availability of places in the group (each group will contain about 30 persons), you will then be asked to apply to make a presentation. It will also possible to attend the symposium as a free participant, without making a presentation, depending on the general availability of places. In that case, please apply to martamenghini@uniroma1.it after June 2007.

For those who cannot participate, we hope to have the proceedings ready before ICME 11 in Mexico and a rich Website before the beginning of the symposium in Rome.

Ferdinando Arzarello (Chair of the International Programme Committee)
Rome, January 15, 2007
Information for Contributors

The International Journal for the History of Mathematics Education publishes research articles, notes, and book reviews. All papers should be written in English, typed double-spaced, and must conform to the style specified in the Publication Manual of the American Psychological Association (5th ed). The following format is to be used for bibliographical information:

**Periodical:**

**Nonperiodical:**

**Part of a nonperiodical (e.g. book chapter):**

In all cases, authors' first names may be given in full (if this seems significant). For example: Author, Alexander A. (2006). Title of work. Location: Publisher.

The Journal does not accept articles that have been previously published or are being simultaneously considered for publication by other periodicals.

Research articles should be submitted with the author's name, affiliation, address, and e-mail address on a separate page to ensure anonymity in the reviewing process and should begin with an abstract of about 100 words on a separate page. The expected length of a research paper is 15–25 pages, not counting the cover page, abstract, references, tables, and figures. Figures should be submitted in a camera ready form. Once a research paper is accepted for publication, one more abstract of about 100 words in any language of the author's choice other than English may also be submitted.

Notes may be devoted to such topics as indicating new sources of information or discussing various questions of importance to the research community and should not exceed 5 pages. Book reviews must be no longer than 2–3 pages.
For an initial submission to the Journal one hard copy and a diskette with the manuscript saved in rich text format should be mailed to Alexander Karp, IJHME, Program in Mathematics, Box 210, Teachers College, Columbia University, 525 West 120th Street, New York, NY, 10027, USA. Another copy of the manuscript (with all figures and tables) saved as a Microsoft Word document should be e-mailed as an attachment to ijhmteaching@yahoo.com or submitted electronically through the Journal’s Website (see http://journals.tclibrary.org/index.php/hist_math_ed for additional guidelines).