Response to a questionnaire from the International Study Group on the Relations between the History and Pedagogy of Mathematics

Ubiratan D'Ambrosio

In the Newsletter HPM 100 (March 2019) of the International Study Group on the relations between History and Pedagogy of Mathematics (HPM), affiliated to the International Commission on Mathematical Instruction, a form was sent to all its former presidents about their trajectories. D'Ambrosio's responses are included below.

My academic background:

"Licenciado" in Mathematics, University of São Paulo (1955); Doctor in Mathematics, University of São Paulo, with thesis on the Calculus of Variations (1963).

My affiliation (then and now):

University of São Paulo (1958-1963),

Brown University, Providence, RI (1964- 1966),

State University of New York at Buffalo (1966 & 1968-1972),

Universidade Estadual de Campinas, SP Brazil (since 1972).

Now retired.

My first HPM meeting:

Third International Congress on Mathematical Education, Karlsruhe, 1976.

My first publication in the HPM domain:

D'Ambrosio, U. (1977). Overall goals and objectives for mathematical teaching. In H. Athen & H. Kunle (Eds.), *Proceedings of the Third International Congress on Mathematics Education* (pp. 221-227). Karlsruhe: ZDM. (Full text in ICMI. (1979). *New trends in mathematics teaching IV* (pp. 180-198). Paris: UNESCO.

My publication in the HPM domain of which I am most proud:

D'Ambrosio, U. (1985). Ethnomathematics and its place in history and pedagogy of mathematics. *For the Learning of Mathematics*, 5(1), 44-48.

U. D'Ambrosio
Expresidente del Comité Interamericano de Educación Matemática
Brasil

Tomado de *HPM Newsletter No. 100 March 2019, p. 6.* **http://www.clab.edc.uoc.gr/hpm/HPMNews100_final2.pdf**

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Costa Rica

My most recent publication in the HPM field:

D'Ambrosio, U. (2019). Humanity moving since pre-historic times to the future with creative STEAM. In Z. Babaci-Wilhite (Ed.), *Promoting language and STEAM as human rights in education* (pp. 163-175). New York, NY: Springer.

The biggest challenge I faced when I was HPM Chair:

Promoting, in teaching the history of mathematics, more importance to the presence on mathematics in the religions, arts, sciences, treating mathematics as a humanistic discipline, and also giving much importance to the presence of a broader concept of mathematics in different cultural environments.

My proudest achievements as HPM chair:

Founding of the SBHMat/Sociedade Brasileira de História da Matemática, in 1999; Delivering a plenary lecture on "Ethnomathematiques dans l'histoire des idées" in the First European Summer University on History and Epistemology in Mathematics Education, in Montpellier, 1993; Organizing, in Florence, Italy, the Satellite Meeting of ICME-8, which took place in Budapest in 1988.

Final remarks

In my long journey, I realized that much of the unhappy and disgraceful state of the world can be traced back to our condition as individuals and as members of a social, planetary and cosmic reality. The major problem is that it lacks an ethics of respect, solidarity and cooperation in human behavior, both as individuals and as members of a society. This kind of moralist discourse follows naturally from a broad look into history of ideas, particularly in the history of science and mathematics, which are the essence of the Western civilization. In studying history, we need to recognize and reflect on the fact that the goal has been the advancement of the disciplines and progress in general. The advances of systems of knowledge, particularly of science and mathematics, do not show concern about the ideal of a planetary civilization with equity, solidarity and dignity for all. I have been instilling these ideals in my behavior and also in my academic and pedagogical practices. My sporadic courses in the history of Mathematics, which fulfill my days as an educator, convey this message.