THE SEAWAY CURRENT

This special edition of the Seaway Current presents items that will need action at the Spring Meeting at Nazareth College (April 1-2, 2011).

1. Amendment to the By-Laws

It will be moved at the Spring Meeting that the section's bylaws be amended to create an at-large position on the Executive Committee.
The proposed change is:

Article III

Officers and Executive Committee

1. The officers of the Seaway Section shall be the Chair, the First Vice-Chair, the Second Vice-Chair, the Secretary, the Treasurer, the Governor, and the Immediate Past-Chair or Chair-Elect.

2. The Executive Committee of the Seaway Section shall consist of the officers of the section *and one at-large member elected at the Spring meeting of the section in even years.*

2. A Resolution from the Educational Policy Committee.

The Educational Policy Committee brought a resolution concerning "dual enrollment" courses to the Executive Committee at the Fall Meeting, 2010. The Executive Committee endorsed the resolution and will present it to the section membership at the business meeting in the Spring. The resolution reads:

"Resolved: That the Seaway Section of the Mathematical Association of America opposes the awarding of college credit for courses taken in high school that are below the

level of precalculus. In particular, high school students in New York State should not receive college credit for courses in the standard high school mathematics curriculum (Integrated Algebra, Geometry, Algebra 2/Trigonometry), nor for courses such as business math. In general, a high school mathematics course should be considered for dual enrollment college credit only if it has Algebra 2/Trigonometry as a prerequisite.

Further, be it resolved that the Seaway Section affirms resolutions adopted by the Board of Governors of the Mathematical Association of America that university mathematics departments have oversight of dual enrollment courses in terms of syllabi, textbooks, examinations, and choice of instructors, to the same degree that such oversight exists for mathematics courses taught at the university by adjunct faculty."

We note the passing of two mathematicians from the section during the past year.

3. Peter Hilton

Peter Hilton, 87, Distinguished Professor of Mathematics at Binghamton University, died on Saturday, November 6, 2010. He is survived by his wife Margaret, sons and daughter-in-law, Nicholas Hilton, Binghamton and Timothy and Catherine Hilton, Seattle, WA; two grandsons; one great-granddaughter; and brother and sister-in-law, Dr. Sydney and Mary Hilton, North Wales, U.K. Peter was born in London, and educated at Oxford University. During World War II, at age 18, he was recruited from Oxford, because of his mathematical ability and knowledge of German, to work at Bletchley Park, the secret British facility dedicated to breaking German codes. This project was led by Alan Turing, the celebrated mathematician and founder of computer science, with whom the young Peter Hilton worked closely. Initially, Peter worked on breaking the Enigma code, and, later, on the more refined Fish code. Once the British Official Secrets Act was lifted in the 1980's, his lectures about the years at Bletchley Park were highly popular at venues all over the world. He gave several such lectures at Binghamton University. After the War, Peter obtained his doctorate from Oxford. Peter went on to hold academic positions at Cambridge and Manchester Universities, and a Chair at the University of Birmingham. In 1962, he moved to the United States where he was Professor of Mathematics, first at Cornell, then at the University of Washington and the Battelle Institute. He held the Louis D. Beaumont Chair at Case Western Reserve University for a number of years, ending in 1982 when he became Distinguished Professor at Binghamton University, retiring in 1995. Peter Hilton was one of the most influential mathematicians of his generation. He made major contributions to algebraic topology and homological algebra. His influence on these subjects has been profound. In his later years he was also a significant figure in Mathematics Education, especially in Continental Europe. He published hundreds of research articles and many books on mathematics and mathematics education, and he lectured at conferences into his mid-eighties. Funeral services will be

private. Peter's family will welcome friends to a celebration of his life the date and time of which will be announced shortly. Memorial contributions in Peter's name may be made to the Southern Poverty Law Center, 400 Washington Avenue, Montgomery, AL 36104. Expressions of sympathy for the family may be forwarded to www.demunnfh.com. Arrangements for the family are directed by DeMunn Funeral Home.

4. Sandy Segal

Professor emeritus of mathematics Sanford Segal, who taught at the University of Rochester for 44 years before retiring in 2008, died May 7 at Strong Memorial Hospital after suffering a stroke and a cerebral hemorrhage two weeks earlier. He was 72.

As a faculty member, Segal had broad academic curiosities. In addition to studying pure mathematics, he had a keen interest in history and spent much of his later career researching, teaching, and writing about the history of mathematics. He published a book on mathematicians who stayed in Germany after Hitler came to power, entitled "Mathematicians under the Nazis," in 2003. That same year, he received a secondary appointment in the department of history.

Segal also had a passion for pedagogy of mathematics and science. He was chair of the mathematics department from 1979 to 1987, and served on many campus committees including several terms on the Faculty Senate. Late in his career, he became a member of Judith Fonzi's research group within the Warner School, studying K-12 math education.

"I personally counted him among my dearest colleagues and friends. His passing is a significant loss to K-12 mathematics education and the Warner School community," Fonzi said.

As a mathematician, Segal was a classical analyst who studied analytical number theory and complex function theory. He mentored five doctoral students and published more than 45 papers on mathematics, mathematics education, and the history of science. In 1982 he published the textbook "Nine Introductions in Complex Analysis," now in its second edition.

Colleagues describe Segal as a very determined and tireless scholar.

Mathematics department chair Steve Gonek, who studies similar areas, met Segal while looking for a permanent job shortly after earning his doctorate.

"Sandy had wide interests. He wasn't just a mathematician. He was incredibly well read and had an encyclopedic mind," Gonek said.

Segal received his bachelor's degree from Wesleyan University in 1958 with Honors in Mathematics and High Honors in Classical Civilization. He was a member of Sigma Xi and of Phi Beta Kappa, and he earned two Fulbright Scholarships – one to study in German immediately after his undergraduate career, and the second as a research fellow in Austria. In 1982, he received a grant from the Brazilian National Institute of Pure and Applied Mathematics (IMPA) to teach for a summer in Rio de Janeiro.

Shortly before his death, Segal finished a textbook called "Mathematics and Politics." He also published an English translation of a French monograph called "History of Mathematics: Highways and Byways" in 2009.

A longtime member of the Religious Society of Friends (Quakers), Segal's interest in peace led to his teaching a course for several years about nuclear issues. Aside from his scholarly pursuits, Segal enjoyed gardening and was an avid chess player.

Segal is survived by his wife, Rima; brothers Edwin Segal and Mark Segal; three children, Adam Segal-Isaacson, Joshua Segal, and Zoë Kent; and five grandchildren.

A memorial service on the University of Rochester River Campus is being planned and the flag will be lowered to half-staff on the day of the service.