

1. *Assignment*
 - a. Are there further questions about the social organization of mathematics?
 - b. Continue reading the Germain paper, up for discussion.
2. *Editing marks.* It became apparent that my editing marks on the paper, besides being poorly rendered on the posted copy, were unfamiliar to some. Almost any writing manual has a section on such marks, and most are mostly useless. Editors employ a few conventional ones and interpret the remaining ones to you as needed. (But in large-scale operations there will be many more conventions.) Here are some that I use.
 - a. There are many items circled with a knotted curve leading away: *delete!*
 - b. A caret means *insert*.
 - c. An item to insert is generally circled to distinguish it from a comment.
 - d. Circling an item in the text and associating it somehow with some new text in a circle means *replace the one with the other*.
 - e. Double underline generally means *capitalize*.
 - f. $\text{text1} \backslash \text{text2}$ or something like that means *reverse the order*.
 - g. Something like $\circ$ generally means *close up horizontal space*.
 - h. Something like $()$ often means *close up vertical space*.
 - i. $\#$ generally means *insert horizontal or vertical space*.
 - j. Single square brackets $] [$ with other info generally mean *move something horizontally*. On their sides, *vertically*.
 - k. Some editors have elaborate conventions for underlining in different styles and colors to indicate *italics, boldface, etc.* I don't use those, and can't read them because I'm partially colorblind.
 - l. Some editors have elaborate conventions for *indentation, vertical spacing, etc.* But those are used so rarely that they'd require explanation every time, so the explanations themselves are the best way to communicate.
3. *Struik term paper.* Ms. Morgan lead a detailed discussion of the beginning of this paper. Here are some of the comments from last year's discussion, in addition to those marked on the paper.
 - a. Sentence *This lack of*.
 - i. Instruction *about*.
 - ii. Appears to *them*.
 - b. Sentence *A person who: Significantly not a lot*.
 - c. Sentence *Dirk Jan Struik: The Netherlands*.
 - d. Sentence *Surprisingly he was*.
 - i. *Would not will*.
 - ii. *Omit later in his life*. (I'd hope so.)
 - e. Sentence *This sentence comes*. I've no idea: refer this back to the writer for rephrasing.

- f. Sentence *His father's interest*: comma after *brother*.
 - g. Sentence *Struik received his*.
 - i. I bet *Bugerschool* is misspelled.
 - ii. *The Hague* is a city not a high school; rephrase.
 - iii. Omit *a* before *university*.
 - h. Sentence *In 1912, Struik*: change *with the idea of becoming a* to *to prepare for the profession of* or some such thing.
 - i. Sentence *Struik often noted*: change *she* to *Ruth*. We don't know the genders of Pick and Kowalewski.
 - j. Sentence *Struik was married*: change *at the age of* to *at age*.
 - k. Sentence *They had three*. Enforce parallelism by writing
 - i. Anne Machi, a teacher in Arlington, Massachusetts;
 - ii. Grendolyn Bray, an ecologist in New Zealand.
 - l. Sentence *A Rockefeller Fellowship*: change *had the opportunity to meet and collaborate* to *met and collaborated*.
 - m. Sentence *Struik also worked*. Fit this information into the previous sentence.
 - n. Sentence *There Struik solved*: insert *suggested by Levi-Civita* in commas after *problem*, and delete the last clause.
 - o. Sentence *Also, while in*: you need to follow some convention about use of given names; don't change conventions in successive paragraphs.
 - p. Sentence *Hoogewerff induced Dirk*. Some students would have substituted *persuaded* for *induced*, but I rather like that gentler form.
4. Here's part of the commentary I returned to the student. I include these suggestions for greater scope because Math 880 students should be concerned with the expected scopes of their papers.
- i. Your writing has improved since your previous paper. You still have problems in grammar and diction. I thought it might be useful to copyedit you, so I did so.
 - ii. Your most troublesome problem is with prepositions. That's not unusual. I have the same problem when I try to write German or French. Check my markups. But the only way to get the hang of these is to read a lot of good prose very very carefully, so that the sound and rhythm of it becomes extremely familiar. Then, when you read your own writing out loud, you'll hear the problems.
 - iii. Here are some items you could have pursued more:
 - (1) Describe the canal-wave problem. I wonder if it is related to solitons?
 - (2) What did the Struiks conclude about Cauchy and Bolzano? (Bolzano was a recluse!)
 - (3) What was the extent of Struik's acquaintance with I. M. Cohen at Harvard and with Otto Neugebauer at Brown?
 - (4) This is more important: you did not describe the resistance to McCarthyism that the HUAC excited among academics. Struik's reinstatement wasn't just due to lack of evidence, but to popular outcry, and to the discrediting of McCarthyism.