



European Society for Mathematics and the Arts

Newsletter

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Dear All,

Given the natural stability of local institutions and psychologies, it is not so surprising that the creation of an entity such as Europe takes a so long time. As Eschyleus wrote, «through suffering, knowledge». We can expect that critical messages recently sent by the European people will induce a kind of acceleration of a more organized and efficient Europe. ESMA then will benefit from it.

We should receive and have better information on the activities in math and art which are currently done here and there in Europe. This large country has a very few high level teams, but the communication between them is poor, although the exchanges arising from these various activities can only improve the level of quality of each team, and spur the creation of new works. One may feel a little sad when, for instance looking at <http://sigma-maa.maa.org/arts>, one compares the European situation with the flourishing American one. One could think about the reasons for such a gap.

In order to push forward the pedagogical uses of math-art works, a new series of links have been introduced on the left column of our homepage. They are named «[Math-Art : the X schools](#)» where X denotes a specific country. It might be wise to accept that the content associated with such «schools» be limited at the beginning. We might think of a three-fold structure for these contents : objectives, realizations and experiments, results and evaluation. Criticisms and new information allowing us to improve these contents and to create new schools will be deeply appreciated.

Some people may be sensitive to the purity of works based on tensegrity like those made by Philippe Rips (<http://www.math-art.eu/Documents/pdfs/Tensegrite-Rips.pdf>). The fact that he does not only use rigid struts adds more diversity and elegance to these works. Then, from the point of view of the mathematical representation, Robert Connelly's papers like <http://www.ams.org/notices/201301/rnoti-p78.pdf> have to be enriched



with the differential geometry approach.

Note that the content of <http://www.math-art.eu/adhesion.php> has been slightly changed, due to some naughty hacking attempts which have been blocked.

*Best wishes,
Claude*



FIGURE 1 – Trefoil Totem by Roy Lisker

Video.

Researchers create 3D movie of a neuron's complex circuitry :

[An Atomic View of Brain Activity.](#)

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