

EDITORIAL

Brendan Goldsmith is preparing an obituary of the late Eoin Coleman (Oren Kolman) for the next edition of the Bulletin and would be pleased to hear from anyone with information that might be relevant to such an obituary. His address is brendan.goldsmith@dit.ie

Colm Mulcahy's Archive of Irish Mathematics and Mathematicians is now hosted at <http://mathsireland.ie/>.

Readers of the Newsletter of the Irish Mathematics Teachers Association will be glad to know that digital copies of many IMTA Newsletters are now available on the IMTA website www.imta.ie. This archive contains Newsletters No. 1 to No. 38 (38 Newsletters) No. 53 to No. 80 inclusive (28 Newsletters) and No. 104 to No. 114 (12 Newsletters).

The IMS Committee has adopted revised guidelines for conference organisers who wish to apply for support. These may be found at the IMS website. Organisers are reminded that reports should be submitted to the Bulletin by December, in good time for the Winter issue.

The present issue has a mixture of research articles and classroom notes. We had to pull a substantial survey article at a late stage when it transpired that the content was apparently copied from another source. Members may be interested to note that the editors at ArXiv.org have begun using the algorithm described in the paper archived at the link <http://www.pnas.org/content/112/1/25.full#ref-6>. This algorithm flags papers that re-use substantial amounts of text from other papers on ArXiv.

One of the classroom notes in this issue is a paper by Jill Tysse that uses Irish set-dancing patterns to illustrate some simple group theory. We note that there are strong views out there about the order in which the product (composition) of two permutations should be written. See, for instance, <http://mathoverflow.net/questions/151258/how-do-most-people-write-permutations> and <http://tinyurl.com/z2wmdbh>. The Bulletin does not impose any standard on its authors in this matter, so *caveat lector*.

Linik's online essay on the state of mathematics is worth reading:
<http://www.math.u-psud.fr/~limic/som/stateofmath.html>.

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