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In memoriam Guy Brousseau (1933-2024)

Guy Brousseau passed away on February 15, 2024, at the age of 91 and a quarter of a century after retiring from the position as professor at the University of Bordeaux in France. Around the time of his retirement, he gave one of two plenary talks at the very first CERME (Congress of the European society for Research in Mathematics Education) in Osnabrück; the other talk was given by Jeremy Kilpatrick (USA). Brousseau's primary role at the first CERME naturally mirrors his almost legendary status as a pioneer in European research on mathematics education, along with Hans Freudenthal and a few other founders of major research schools. It was equally natural that Brousseau became, in 2003, the very first recipient of the Felix Klein Award for lifetime academic achievement in mathematics education. Put simply, Brousseau was a giant in our field and a founding father of the French community of research in Didactics of Mathematics.

His theory of didactic situations (for short, TDS) constitutes a research programme which has become known and used far beyond its French origins. Today, it would seem evident that major groundbreaking ideas and results are shared internationally, but it happened less quickly 30 years ago, when printed journals were still the primary means of publication, and researchers in mathematics education published in national languages to a much greater extent than today. An important step towards the internationalisation of TDS was the 1997 collection of major papers by Brousseau, translated from French into English, and published with Kluwer. But Brousseau's ideas were also made known to researchers abroad by other members of the growing community of French researchers who worked with TDS and contributed to its development. And in fact, Brousseau was not just a fountain of original ideas and methods. He was an eminent *community builder*, beginning with his numerous graduate students, and supported by the vibrant environment which he created and led from 1973 to 1998, with the research and observation centre *COREM* in Bordeaux.

In his address to the first CERME, Brousseau insists on the essential connection between research in mathematics and its didactics, as both are crucially concerned with "reproblematizing, reorganising and reformulating" mathematical content. Brousseau's beautiful and famous situations – from "the puzzle" to the "probability bottle" – are not only masterful creations of a great teacher, but also exemplary of his idea of *situations* as recontextualisations of abstract mathematical knowledge, and as tools for fundamental research into the mechanisms of learning and teaching such knowledge.

As a person and colleague, Brousseau was modest, friendly and generous, especially with beginners; his enthusiasm for mathematics and its didactics was highly transmissive. He will be sorely missed by his family and friends, and by the colleagues who were fortunate enough to meet him and learn from him. Brousseau's work has already inspired generations of researchers in mathematics education both in France, in Europe and worldwide, and will continue to do so for many years to come.

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