Zeitschrift: L'Enseignement Mathématique
Herausgeber: Commission Internationale de l'Enseignement Mathématique
Band: 46 (2000)
Heft: 1-2: L'ENSEIGNEMENT MATHÉMATIQUE

Kapitel: PRESENTATION OF THE SYMPOSIUM

Nutzungsbedingungen
Die ETH-Bibliothek ist die Anbieterin der digitalisierten Zeitschriften. Sie besitzt keine Urheberrechte an den Zeitschriften und ist nicht verantwortlich für deren Inhalte. Die Rechte liegen in der Regel bei den Herausgebern beziehungsweise den externen Rechteinhabern. Siehe Rechtliche Hinweise.

Conditions d'utilisation
L'ETH Library est le fournisseur des revues numérisées. Elle ne détient aucun droit d'auteur sur les revues et n'est pas responsable de leur contenu. En règle générale, les droits sont détenus par les éditeurs ou les détenteurs de droits externes. Voir Informations légales.

Terms of use
The ETH Library is the provider of the digitised journals. It does not own any copyrights to the journals and is not responsible for their content. The rights usually lie with the publishers or the external rights holders. See Legal notice.

Download PDF: 18.04.2025

ETH-Bibliothek Zürich, E-Periodica, https://www.e-periodica.ch

During these one hundred years, mathematics education has undergone profound changes marked by decisive developments in the evolution of mathematics and in the organization and structure of the school systems throughout the world.

L'Enseignement Mathématique has been the official organ of ICMI ever since the inception of the Commission in 1908. This is why, on the occasion of the centennial of the journal, ICMI and the editors of the journal wanted to reaffirm their ties by organizing jointly a symposium on the history of mathematics education under the theme

« One Hundred Years of *L'Enseignement Mathématique*: Moments of Mathematics Education in the 20th Century »

PRESENTATION OF THE SYMPOSIUM

Organized by ICMI and the University of Geneva as a contribution to the celebration of *World Mathematical Year 2000*, this symposium will take place in Geneva, the home of the journal since its birth, from Friday October 20 to Sunday October 22, 2000.

The programme of the symposium is based on a series of invited talks. The Programme Committee has identified three main themes to be discussed – geometry, analysis, and applications of mathematics – and three different periods at which these themes will be considered: 1900, 1950 (*i.e.* the period leading to the "new maths"), and 2000. Ample time will be devoted during the symposium to collective discussions on the themes presented in the talks. In this connection some participants have been invited to play the role of "reactors". They will have the responsibility, in each session, of launching the discussion partly by giving a synthesis of the presentations but more importantly by outlining the major trends and issues about the theme, both in the light of the past century and as seen from today's perspective. Reactors will thus be invited to add structure to the discussion, in particular by considering changes and transformations in the aims of reforms and in the curricula concepts. Such a perspective might for instance allow one to consider the emergence and/or failure of new trends or the birth of new sub-disciplines.

The symposium thus aims at looking at the evolution of mathematics education over the last century and identifying some guidelines and trends for the future, taking into account, among other sources, the documents, debates and related papers having appeared in *L'Enseignement Mathématique*. The emphasis of the symposium is on secondary education (students in the age range of about 12 to 18 or 19 years) and also includes the education of teachers.

In addition to proposing a reflection on the history of mathematics education and the evolution of mathematics and its teaching and learning in the 20th century, the symposium gives the opportunity of a gathering of some of the main actors, during the last decades, in mathematics education as considered from an international perspective. The symposium should thus be seen as an international meeting of all those interested in mathematics education and its evolution.