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Secondary teachers in the unified Italy: a group portrait with a zoom.

Bjarnadóttir, Kristín (ed.) et al., “Dig where you stand” 2. Proceedings of the second “International conference on the history of mathematics education”, New University of Lisbon, Portugal, October 2–5, 2011. Lisbon: UIED, Unidade de Investigação Educação e Desenvolvimento; Caparica: Universidade Nova de Lisboa, Faculdade de Ciência e Tecnologia (ISBN 978-989-97487-2-9/pbk). 181-201 (2012).

Summary: After the unification of Italy in 1861 one of the main problems was the creation of a system of instruction to plan curricula and programs, teacher education, textbooks. Mathematicians were very active in this construction and some of them also had important official roles in the government. In this context important initiatives for the professional development of mathematics teachers were carried out: publication of good mathematics textbooks and books on mathematical culture for teaching, and the foundation of journals and associations. Mathematics teachers occupied a leading position in these actions. In this concern a question arises: “Who were the teachers animating these important initiatives?” In this paper, the author presents some elements that help to answer this question by outlining some general characteristics of the mathematics teacher profession of those times and by illustrating the way the profession was lived by the founder of an important journal for mathematics teachers.

Classification: A30 B50 A40

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