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David Lindsay Roberts* (robertsd1@aol.com). *American Mathematicians as Educators: A Historical Survey of Jurisdictional Conundrums*. Preliminary report.

American research-trained mathematicians, including some of the most prominent investigators in the field, have been sporadically involved with school instruction from the late nineteenth century to the present. What has motivated this activity, and how have such mathematicians attempted to deploy their influence? How have their efforts been perceived by their mathematician colleagues and by other educators? Is a mathematics Ph.D. a general license to pronounce on education? I will describe some notable episodes of educational activism by mathematicians over more than 100 years, and will comment on evolving attitudes, environments, and outcomes. (Received January 31, 2012)