

**Meeting:** 1002, Pittsburgh, Pennsylvania, SS 3A, Special Session on The History of Mathematics

1002-01-166      **Eisso J. Atzema\*** (atzema@math.umaine.edu), Department of Mathematics and Statistics,  
University of Maine, Orono, ME 04469. *What Teachers Taught and How: The Potential and the  
Pitfalls of the Study of the History of Mathematics Teaching.* Preliminary report.

In recent years, there has been an increased interest in the history of mathematics teaching as a distinct field from the history of the development of mathematics itself. A valuable source of information for the development of mathematics teaching during the last 150 years or so is formed by the mathematics textbooks that were used. In my presentation, I will discuss what it is that we can expect to learn from the study of older textbooks and what pitfalls there are when using printed material to draw conclusions about what went on in the classroom. For practical reasons, I will restrict my presentation to the teaching of mathematics in the USA. Most likely I will also bring up my own bibliographic project, the end goal of which should be a database of all mathematics textbooks published in the USA between 1850 and 1950. (Received September 13, 2004)