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Patti W Hunter* (phunter@westmont.edu), Department of Mathematics, Westmont College, 955 La Paz Road, Santa Barbara, CA 93108. *Foundations of Statistics in American Textbooks: Probability and Pedagogy in Historical Context.*

The pages of journals dealing with statistics education have contained in recent years a number of discussions about the most effective ways to treat the subject of probability in introductory statistics courses. The conversation about the role of probability and the form it should take in statistics courses is not a recent phenomenon, but has been going on since the introduction of statistical inference in the early decades of the twentieth century. Moreover, prominent members of the emerging statistics community made important contributions to that conversation, contributions shaped significantly by statisticians' concerns about their place in the broader scientific community. This paper will analyze the treatment of probability in several American statistics textbooks from the 1920s through the 1940s. It will show that the emergence and development of the American statistics community and its concerns about its place in the larger academic and scientific world influenced the approaches statisticians took to presenting the ideas of probability. (Received February 17, 2005)