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V Frederick Rickey* (fred.rickey@me.com) and **Victor J Katz** (vkatz@udc.edu). *The History and Impact of IHMT, the Institute in the History of Mathematics and its Use in Teaching.*

An NSF proposal for an “Institute in the History of Mathematics and Its Use in Teaching” was submitted under the auspices of the MAA, where the co-directors were visiting mathematicians in 1993-94 and 1994-95 respectively. The Institute strove to aid college faculty in teaching courses in the history of mathematics and in using the history of mathematics in the classroom to motivate students. Forty participants came for three weeks during the summers of 1995 and 1996; an additional forty attended in 1996 and 1997. A new group of forty attended for two weeks in the summers of 1998 and 1999. The faculty for this Institute consisted of distinguished historians of mathematics. While the institute was designed to improve the teaching of the history of mathematics and show faculty how to use history in teaching mathematics classes, there was one result that surprised the co-directors: A considerable number of the participants became so interested that they started doing research in the history of mathematics. We will describe the structure, content, and results of IHMT and discuss its substantial impact, both on the careers of the individuals involved and on the teaching and use of the history of mathematics in colleges and universities throughout the country. (Received September 23, 2012)