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Danielle M Goodwin* (rpimath@hotmail.com), 2807 Burgundy Drive, Erie, PA. *The Relationships Between California High School Teachers' Mathematics History Knowledge and Their Images of Mathematics.*

This study explored the relationship between California high school teachers' mathematics history knowledge and their images of mathematics (N=193).

It was found that the images of mathematics held by the respondents were more consistent with the views of the NCTM than those found by previous studies. Overall, most respondents believed mathematics is connected to the real world, for everyone and alive; the ability to investigate a new problem is more important than knowing facts; mathematics makes a unique contribution to human knowledge; and the process of trying to prove a mathematical relationship can change your mind about it.

The median score on the mathematics history test was about 63%. Over 67% of respondents knew at least half of the correct answers on the mathematics history test.

Significant relationships between the mathematics history score and images were found. Teachers with high history scores were more likely to believe that investigating is more important than knowing facts, mathematics is for everyone, ongoing and shows cultural differences. Teachers with low history scores were more likely to believe that mathematics is a collection of facts, rules and skills. (Received September 19, 2007)