

# Editorial

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Nicholas K. Oppong

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*The Mathematics Educator* is born at last. The dreams of present and past students of the Mathematics Education Department of the University of Georgia have come true. There are already a lot of mathematics education journals in existence, so why another one? What is so unique about this journal that makes it important for you to read and support?

*The Mathematics Educator* is a mathematics education journal published by a mathematics education student association. It attempts to provide a nonthreatening vehicle for undergraduate and graduate students as well as mathematics teachers and professors to get more involved in mathematics education. It also relies on experienced mathematics educators for support and leadership.

The purpose of *The Mathematics Educator* is to provide an opportunity for undergraduate as well as graduate students interested in mathematics education to assume the roles of writers, members of the editorial board, and support staff. Undergraduate students involved in this project have developed a deeper appreciation for and understanding of mathematics, mathematics teaching, and research. They have requested mathematics education faculty members to write problems, quotations, or short statements for the current issue. They have solved the problems and made decisions about their suitability for publication. Their interest and skill in using computers have also grown as they have modeled solutions to mathematics problems using Nicholas Jackiw's (1991) Geometer's Sketchpad, or typed and designed items for the journal using word processors and paint programs. How often do you hear about undergraduate students solving problems in mathematics when such problems are not part of their course requirement? The joy of feeling that they are contributing to the development of mathematics education keeps them active.

The benefits to the graduate students involved in the development of *The Mathematics Educator* are also immeasurable. At one time or another, we have read, reviewed, and critiqued articles as part of our

could realizing that no one except our professor would read our reviews and/or critiques. Being a member of the Editorial Panel of *The Mathematics Educator* is different. We discuss reviews of manuscripts with each other as well as discuss the ideas presented by our writers. These experiences provide us with opportunities to share ideas outside the classroom environment. We also have the responsibility of making sure that the many readers of the journal will have a clear understanding of the views and facts presented.

The Professional Standards for Teaching Mathematics (NCTM, 1991) encourages mathematics teachers to take an active role in their own professional development by accepting responsibility for reading and discussing ideas presented in professional publications. Although this is a worthwhile activity, it is not enough. Mathematics teachers must also write, discuss and publish their ideas. *The Mathematics Educator* provides a forum for mathematics teachers to write, discuss, and refine their ideas about mathematics education and see their efforts rewarded in publication.

Currently, mathematics professors teach most of the mathematics course components of graduate and undergraduate mathematics education programs. They influence the beliefs and practices of preservice and inservice teachers. It is very important that these mathematics professors contribute to the discussion of issues related to mathematics teaching and learning. *The Mathematics Educator* provides opportunities for them to participate in such discussions. To the experienced mathematics educator, this journal provides an opportunity for growth and service through writing, advising, and reviewing.

We need everyone's support. We need you to submit manuscripts so that we can continue to grow. We need donations from individuals as well as funding agencies interested in the development of mathematics education to cover our expenses. Your contribution in whatever form will provide opportunities for professional growth of students,

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Nicholas Oppong is a doctoral student in mathematics education at The University of Georgia. He is the first Editor of *The Mathematics Educator*. His research interests are in the areas of student's thinking processes during mathematical problem-solving. He enjoys working on projects involving mathematics with student teachers, as well as with professionals whose areas of specialization are outside the field of mathematics education.

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