

As *The Mathematics Educator (TME)* enters its third year of publication, the editorial board continues to expand and revise the journal to meet the needs and interests of its readers. *TME* strives for an emphasis on the communication of ideas and experiences from varied perspectives. In pursuit of this goal, we are introducing a new feature entitled “In Focus” that will provide a forum for individuals from diverse cultural backgrounds to express their views on issues of particular importance within the context of their educational experiences. Often in education, issues are addressed within a limited context; thus inappropriate comparisons and conclusions by individuals unfamiliar with the setting may arise. It is important to realize that what is suitable in one context may not be suitable in another; yet we can learn from varied experiences and more clearly define what may be suitable for our situation.

In recent years, the addition of a cultural perspective to the teaching and learning of mathematics has been seen as a valuable endeavor. It provides students with a context for the mathematics taught and thus helps to promote their mathematical understanding. Similarly, it seems that discussing issues pertaining to mathematics education within specific contexts will help promote greater understanding of mathematics education from diverse perspectives. A goal of “In Focus” is to provide for our readership diverse views about education with a focus on mathematics education. By presenting these diverse views of educational experiences, mathematics teachers are provided with varied perspectives which they can draw on when dealing with diversity among students in their classrooms. Teachers may thus be able to provide educational experiences that are better suited for their students.

Although *TME*'s first “In Focus” article features details of recent educational reform in Malawi, it is not our purpose to feature solely articles dealing with cultures or settings outside of the United States. The settings for these features may range from an entire country to a particular classroom. These articles should broaden our readers' awareness of educational issues from a perspective outside the realm of their experiences. By becoming aware of issues from varied perspectives, an individual's ability to analyze similar issues within their own experiences may be enhanced. This analysis can broaden their

understanding of educational practices that are familiar to them.

An important aspect of “In Focus” is that the educational issues presented will be discussed within a given context; thus allowing our readers to draw similarities and differences to their own situations. For example, “In Focus...Mathematics Education in Malawi” discusses several mathematics education reform movements that parallel those occurring in the United States, as well as various other countries; yet as indicated in the feature, one of the most successful changes of the educational system has been the conversion from the imperial system of measurement to the metric system, a change that has not taken place in the United States. The setting provided in the feature enhances our understanding of the changes that have occurred in Malawi's educational system.

As illustrated by the cover of this issue, the need for learning about issues outside of our daily experiences is becoming more important with the changes occurring in our world and the needs and interests of the populus arising from these changes. “In Focus” will help open our eyes to educational experiences that are taking place around us; in fact, as close as the classroom next door. This new feature will help broaden our readers' knowledge base of educational practices outside of their classrooms, their schools, their school systems, and sometimes even their countries.

In addition to the initiation of the “In Focus” section, the editorial board has elected to begin publishing *TME* biannually during 1992 as originally proposed by the Mathematics Education Student Association. After much internal deliberation and outside consultation, we have chosen to reference future *TME* issues in terms of a volume number and an issue number. Since we have published two issues during the past two years, Summer 1990 and Summer 1991 respectively, we have decided to reference the 1992 publications in terms of Volume 3 issues Number 1 and Number 2. In this way, we feel that new readers will be made aware that prior issues of *TME* have been published. At the end of this issue, we have provided for your information the titles and authors of the feature articles from our two previous issues. We hope that your association with *TME* this year will be a valuable one. We also hope that you will have an opportunity to share *TME* with other individuals interested in mathematics education.

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