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Dear readers and supporters of TME,

It's been a full year since the last issue of TME, in part because the former editor, Keith Leatham, was a hard act to follow. I want to thank Keith for his work on Volumes 10 and 11 and apologize for the lapse in issues. We are currently working to ensure that the transition between editors runs more smoothly than it has in the past! I also want to thank Andy Norton and Chris Drumm for their work in getting the current issue started. In addition, I want to acknowledge the reviewers for TME for this issue: Holly Anthony, Summer Brown, Serkan Hekimoglu, Dennis Hembree, Kelli Nipper, Kevin Nooney, Lisa Sheehy, David Stinson, and Shannon Umberger. Without their work this journal would not be possible. The editorial staff is always looking for more reviewers. If you are interested in reviewing for TME, please send an email to [tme@coe.uga.edu](mailto:tme@coe.uga.edu). Please indicate if you have special interests in reviewing articles that address certain topics such as curriculum change, student learning, teacher education, or technology.

In keeping with the mission statement of TME, this issue represents diverse views about a range of topics from students and faculty in mathematics and mathematics education. The issue includes two forays by Andy Norton and Tom Kieren into an area not usually discussed in mathematics education: religion and mathematics. Jeff Knisley's proposed mathematics learning model is perhaps more familiar territory but may be different from some mathematics educators' views on student learning. The issue also includes Dorothy White's call for attention to equity issues in teacher education. Mark Boylan focuses on the "small" political nature of classroom communities in his examination of teacher questioning. In his article review, Kevin Nooney questions one author's take on the relationship between history of mathematics and mathematics education. The editorial staff invites responses from interested readers to any of the pieces in this issue.

I also want to alert all readers to the availability of TME online at [www.ugamesa.org](http://www.ugamesa.org). As you may know, we are now encouraging readers to view TME electronically, although hard copy subscriptions for Volume 13 will continue to be \$6 for individuals and \$10 for institutions. If you currently receive a hard copy and instead would like to be notified by email when a new issue is available online, please send a message to [tme@coe.uga.edu](mailto:tme@coe.uga.edu). Alternately, if you subscribe online and would like to receive a hard copy, please notify us via email or mail at the address below.

Finally, the editorial staff is calling for submissions, particularly from (but not limited to!) graduate students. TME conducts blind peer review and publishes a wide variety of manuscripts (see inside back cover.) We are interested in helping graduate students reach a broader audience with their work and in fostering communication among mathematics educators with a range of professional experience. Please submit!

Wishing you happy and productive reading, learning, teaching, and researching—

Amy Hackenberg