A Note from the Editor

Along with a team of editors, reviewers, and other colleagues that help me to think, I wish to present to you—the ever-present reader in our work—the second and final issue to be produced during my brief tenure as editor of Volume 13 of The Mathematics Educator. At this moment in mathematics education, while reform remains a normalizing discourse and accountability snarls as a threatening tyrant, the work of teachers clearly remains central in our collective efforts to grow the field. In these welcoming words, I hope to interest you in the papers assembled here, while provoking you to read alongside ideas and theory that may not usually be with you.

In this issue's final essay, Adelyn Steele, a Kansas state finalist for the Presidential Award of Excellence in Mathematics and Science Teaching, reflects on the work of the teacher. She makes evident that this work, in which she suggests that we "just get out of the way," is an immeasurably artistic maneuvering amid an intent to provoke both thoughtfulness and autonomy in the learner.

Several of the papers herein review and build theory that can inform and impact our collective efforts toward such goals in teacher education. Boris Handal, Drew Ishii, and Norene Lowery review and build ground-level theory to help us think and act when working alongside evolving teachers. These researchers' work for reform in mathematics education concentrates on pressing together the beliefs and actions of teachers, then developing reflective practitioners to make sense of what they do and are trying to do. Melissa DeHaven and Lynda Wiest help us consider reform by documenting effects of a particular design for a girls mathematics and technology program.

Continuing to move in reverse order through the journal, Danny Martin opens up and troubles calls for equity in the reform discourse. Refusing the co-optation of equity work into the always already unjust institution of public education, he presents a view upward and into the inequitable structures of schooling to make possible the chance to think differently about our work for reform in mathematics education.

In considering the body of research and theory within this issue of TME, it is evident the work of mathematics educators is inter-human relations and activity—and thus by it's nature, political. Invigorated to know our work is not value-free, Brian Greer and Swapna Mukhopadhyay challenge us to think deeply about what is mathematics education for? What may emerge in our field if we reject Chomsky's identified goal of schooling "to keep people from asking questions"?

I hope this issue of TME is both insightful and stimulating. I hope the research and reference materials provide room for you, the reader, to think. I hope you are reminded to not stop wondering along with me, "What kind of politics am I doing in my classroom?"

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