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A Note from the Editor

Dear TME Readers,

I would like to present the first of two issues of Volume 15 of *The Mathematics Educator (TME)*. In keeping with the tradition of *TME*, this issue offers an array of topics ranging from current debates in mathematics education to the role of mathematics teaching in developing a socially just society. We hope you find these articles both educational and stimulating.

Mark W. Ellis and Robert Q. Berry III as well as Serkan Hekimoglu and Margaret Sloan's articles discuss historical and current debates that revolve around mathematics education. Ellis and Berry examine past movements in mathematics education and describe the current debates as a result of a fundamental conflict of paradigms. They propose that the current reform movement represents a paradigm shift that has the potential to transform the ways that students experience success in school mathematics. Hekimoglu and Sloan examine opposing viewpoints on the National Council of Mathematics *Standards* and discuss ways that a shared vision for the future of mathematics education could be developed.

Two research studies are presented. First, Regina Mistretta describes a research study that examined effects that training sessions have on pre-service teachers' ability to evaluate and integrate instructional technology into the mathematics classroom. The second research report, by Ayhan Kursat Erbas, begins by describing the role of algebra in the Turkish educational system. He then examines three variables in order to predict algebra performance of ninth grade students in Turkey.

In the opening editorial Deborah Loewenberg Ball, Imani Masters Goffney, and Hyman Bass highlight three ways in which mathematics teaching can build a socially just and diverse democracy. They call our attention to the need to significantly change teachers' education and professional development as well as a need for a diverse teaching force in order to meet the needs of the diverse students in mathematics classrooms.

Along with the editorial staff, authors in this issue have worked diligently and thoughtfully to present their work to the larger mathematics education community. I have given you a glimpse into the issues discussed by the authors and hope to have intrigued you to read further.

I would also like to bring your attention to the work of *TME*. Through the promotional efforts of our editorial staff over the last year we have increased our readership as well as the number of article submissions. It is *TME*'s purpose to encourage the interchange of ideas among the mathematics education community. I would like to invite and encourage *TME* readers to contribute to our purpose by reviewing manuscripts, submitting manuscripts, visiting our website, or joining our editorial staff (see pp. 46–47). As a final note, I would like to thank the numerous people whose work makes the success of *TME* possible, including reviewers, authors, faculty, and, especially, the editorial staff.

Ginger A. Rhodes

105 Aderhold Hall
The University of Georgia
Athens, GA 30602-7124

tme@uga.edu
www.coe.uga.edu/tme