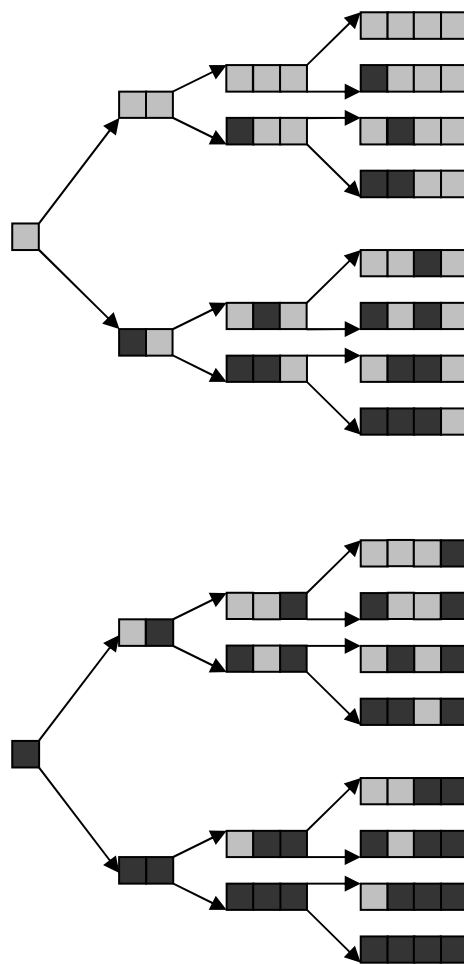


THE
MATHEMATICS
EDUCATOR

Volume 20 Number 2



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A Note from the Editor

Dear *TME* readers,

This issue closes out the twentieth volume of *The Mathematics Educator*. In the first issue of *TME*, on the inside front cover, the editorial panel laid out their motivation for starting a new mathematics education journal:

The purpose of our journal is to fill a perceived need for providing students, faculty, alumni, and the broader mathematics education community a medium for more localized communication. We can foresee other journals improving as a result of our publication which provides current and future contributing authors and editors with additional experience in communicating ideas.

This issue's table of contents reveals important qualities of the role *The Mathematics Educator* currently plays in the mathematics education community 20 years after its inception. Namely, in this issue, a broad array of the mathematics education community is represented. In fact, the vast majority of our contributions are now from outside of the UGA community. In this issue only one contributor has any direct tie to UGA; Sybilla Beckmann is a member of UGA's Department of Mathematics, but her editorial is a call for action to all mathematics educators as the Common Core Standards are rolled out across the nation. In addition, the first authors on all of the other four articles are all emerging researchers. That is, they are graduate students or relatively recent graduates of mathematics education programs. Also, this issue communicates across a range of issues; elementary education (Inoue & Buczynski; Mueller, Yankelewitz, & Maher) to secondary education (Evans) to post-secondary mathematics education (Smith & Powell). In addition, some articles report on research studies focusing on student learning (Mueller, Yankelewitz, & Maher), others on teacher education (Evans), while one article is about a classroom experience, not a research project (Smith & Powell). In the end, there is no clear pattern to which issues of mathematics education that *TME* articles address. Instead, *TME* sets itself apart as a platform for emerging researchers to communicate about current issues in mathematics education, while also providing them experience in all facets of publication: submitting articles, reviewing articles, editing for the journal, and publishing the journal.

As *TME* moves forward into its next decade of publication, we will strive to continue this service to the mathematics education community. Many thanks to all the people who have made *The Mathematics Educator* possible over the years. In particular, thank you to all of the contributors, reviewers, and editors who have helped shape the current issue. We hope you enjoy the results of our efforts!

Sincerely,

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About the cover

The cover art shows a student representation exploring combinatorial patterns. To learn more about this, please see the article by Mueller, Yankelewitz, and Maher.

This publication is supported by the College of Education at The University of Georgia