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A Note From the Editors

Dear *TME* readers,

On behalf of the editorial staff and the Mathematics Education Student Association of The University of Georgia, we are pleased to present the first issue of Volume 24 of *The Mathematics Educator*. This issue comes as we enter the 25th year of publishing *The Mathematics Educator*. We are proud to be editors as we celebrate this silver anniversary of the first publication. We'd like to thank everyone who has volunteered their time and talents to helping us publish this unique journal over the past 25 years.

In the first article of this issue, Anderson Norton provides an interesting and thorough theoretical analysis in which he discusses the characterization of mathematics as the objectification of action. Through this lens, he explains the effectiveness of mathematics in explaining and even predicting natural phenomena such as the elliptical orbit of planets. Next, Stohlmann, Maiorca, and Olson describe preservice teachers' activity with and perspectives of one well-structured framework for implementing mathematical modeling. The authors attend to how this framework connects to the Common Core State Standards and incorporates the Standards for Mathematical Practice. Finally, Jung, Mintos, and Newton address preservice teachers' opportunity to learn (OTL) modeling in algebra at multiple universities. They report notable similarities and differences among the preservice teachers at these different universities.

I hope you enjoy this issue as much as we have enjoyed putting it together. Thank you especially to our authors for their contributions to the field.

All the best,
Kevin R. LaForest and Nick Gomez

The cover features two figures from Anderson Norton's theoretical analysis included in this issue. The top figure represents the construction of an ellipse. The bottom figure is an illustration of Newton's argument that, given the inverse square law, the elliptical orbits of planets can be calculated with great precision.

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