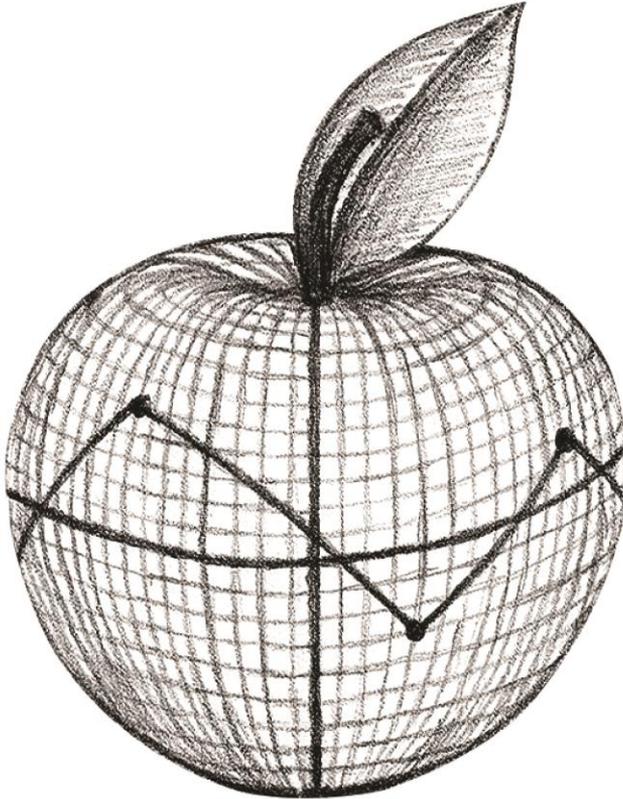


MATHEMATICS EDUCATION STUDENT ASSOCIATION



**THE
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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 25 of *The Mathematics Educator*.

In this issue the authors explore many important issues in mathematics. Martinez, Bragelman, and Stoelinga argue the impact of the *intensified Algebra* program. Garrett, Huang, & Charleton constructed a framework for authenticity in the mathematics classroom based on work done in engineering education. Finally, Haghverdi and Wiest explore how different wording of contextual word problems can influence the students' performance. All of these pieces demonstrate the variety of research out in the field. We are proud to publish and work with these authors

Like most journals, *TME* is always looking for new reviewers. If you are interested in becoming a reviewer for *TME* please go to our new website tme.coe.uga.edu and sign up. As a journal, we have grown significantly since our start over 25 years ago. We are continuing to grow every year and want to include new voices in this endeavor.

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. Also, a big thank you to our associate editors for working with the authors in preparing the articles for publication. Finally, we appreciate all of the reviewers for taking the time to help *TME* grow as a journal.

All the best,

Nick Gomez and Julia Przybyla-Kuchek

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