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A Note from the Editor

Dear readers of *TME*,

It is possible that the publication of the second issue of a volume in October is unprecedented in this journal's history (has *TME* ever come out *ahead* of schedule?). The editorial staff worked extra hard to produce this issue prior to the Psychology of Mathematics Education-North America conference, held in October 2002 at the University of Georgia. An early publication is the first reason this issue is special.

The second reason is that the authors highlight a broad theme of social justice in mathematics education, both within the U.S. and internationally. The trio of pieces from South Africa—Jill Adler's editorial on lessons to be learned from South African contexts, Mamokgethi Setati's argument that language use in multilingual classrooms is necessarily political, and Mellony Graven's discussion of conflicting teacher roles and identities—speak eloquently about the impact of social and political contexts on teachers, learners, and learning in mathematics classrooms. In the second installment of his study, Andy Norton addresses an often-hidden aspect of social context in his call for the need to teach mathematics with respect for and consideration of learners' religious beliefs. Julian Weissglass' provocative questions may push *TME* readers to reexamine their own identities and contexts so that as educators we can teach for equity. Finally, David Stinson provides a book review about the efforts of an educator and activist to work within U.S. contexts in order to give all students an opportunity for an advanced mathematical education. All of these pieces resonate with and reflect the work of mathematics educators around the world who are working for anti-oppressive teaching, learning, and schooling. The editorial staff invites responses from interested readers to any of the pieces in this issue.

As always, I want to thank all reviewers for *TME* because the work in this issue would not be possible without them. The editorial staff is always looking for more reviewers. If you are interested in reviewing for *TME*, please send an email to tme@coe.uga.edu. Please indicate if you have special interests in reviewing articles that address certain topics such as curriculum change, student learning, teacher education, or technology.

I also want to alert all readers to the availability of *TME* online at <http://www.ugamesa.org>. As you may know, we are now encouraging readers to view *TME* electronically, although hard copy subscriptions for Volume 13 will continue to be \$6 for individuals and \$10 for institutions. If you currently receive a hard copy and instead would like to be notified by email when a new issue is available online, please send a message to tme@coe.uga.edu. Alternately, if you subscribe online and would like to receive a hard copy, please notify us via email or mail at the postal address below.

Finally, the editorial staff is calling for submissions, particularly from (but not limited to) graduate students. *TME* conducts blind peer review and publishes a variety of manuscripts (see p. 44). We are interested in helping graduate students reach a broader audience with their work and in fostering communication among mathematics educators with a range of professional experience. Please submit!

Wishing you happy and productive reading, learning, teaching, and researching—
Amy Hackenberg

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About the cover

The globe on the cover was designed by Chris Anderson; the editors are responsible for the "peace yarn" intended to tie the many parts of the world into a whole. To paraphrase Ubiratan D'Ambrosio, mathematics is the only common language of all people; the only common goal of all people is world peace. Therefore, the purpose of mathematics education is to work for world peace.