

## THE JOURNAL (WHEEL) KEEPS ON TURNING

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The title of this editorial is a spinoff on the opening lyrics of a famous Lynyrd Skynyrd song (fill in the blank: Sweet Home \_\_\_\_\_). When the song came out in the 70's the popular media misunderstood the song and took some of its lyrics to mean support for the (infamous) George Wallace's governorship of Alabama, when in fact the band sarcastically boo'ed his segregative policies that scarred the South. The song goes

*In Birmingham, they love the governor (boo boo boo)  
Now we all did what we could do  
Now Watergate does not bother me  
Does your conscience bother you?*

These lines bring me to the theme of this editorial, which is namely: (1) What does it take to keep the journal's wheel turning (running, moving, progressing), and (2) "Does your conscience bother you?"

Issue #3 brings volume 6 for the year 2009 of the journal to an end. It consists of 14 feature articles, one Montana feature and a book review which total ~ 250 pages and could easily constitute another double issue. Since 2008, we have increased the number of issues of the journal to 3 per year with occasional supplemental issues, but this has also increased the time and effort needed to consistently produce high quality issues that address the scope the journal purports to cover. In addition the Montana Monograph Series in Mathematics Education is also thriving. This year alone three new monographs have been produced: *Interdisciplinarity, Creativity and Learning* (Monograph 6), *Critical Issues in Mathematics Education* (Monograph 7), and *Relatively and Philosophically E<sup>a</sup>rne<sup>s</sup>t* (Monograph 8) which is a Festschrift to celebrate Paul Ernest's 65<sup>th</sup> Birthday this year. Several other monographs are in the works on the topics of discourse in addition to a Sourcebook on Nordic Research in Mathematics Education.

The size, breadth and depth of this issue is a good indicator that *The Montana Mathematics Enthusiast* continues to flourish thanks to support and the continual flow of manuscripts from all over the world. However, it has become increasingly difficult for us to get timely reviews on some manuscripts because the critical mass of reviewers seem to be spread thin across the numerous journals in mathematics education, and tend to be otherwise busy people. Having said that, if we as a community want to keep this journal as an outlet for diverse ideas (mathematical, educational, political, cultural), innovation, with free access, as well as consistently maintain

quality control to ensure high standards of scholarship, then we need your time, support and conscience in the review process. As opposed to the lyric that said “Now we all did what we could do”, we all now have to do, what we can do. Readers interested in getting listed as reviewers should contact me and list areas in which they can review manuscripts. Again, we are interested in those that believe in constructive reviews and we continue to encourage researchers from under-represented regions of the world to consider the journal as an outlet for their scholarship.

In this issue, we have articles that cover a wide spectrum of mathematics and mathematics education. Two of the articles are slanted towards geometry and art, and some others build on topics covered in earlier issues such as the article by Xia and Xia that makes use of Maple to automate theorem proving in elementary geometry. As usual the articles have been written by a diverse array of authors from 9 different countries, some of whom have recently completed their doctorates, some that are on the cusp of finishing their dissertations, and others by more experienced and seasoned authors. Three of the papers happen to be from Canada- and I'm happy about our northern neighbors supporting the journal. The international reader may be unaware that Montana shares a border with British Columbia, Alberta and Saskatchewan.

Several papers in this issue relate directly to teaching and learning situations in mathematics classrooms that hopefully interest mathematics teachers that read the journal. In addition there are articles that report on research in mathematics education that cover mathematical modeling, cognition and affective issues. The Montana feature by Elijah Bodish is an expository article on the relationship between the work of the Cubists and the 4<sup>th</sup> dimension. Finally, a review of Anna Sfard's *Thinking as Communicating* is also included in this issue.

In keeping with the theme of the journal wheel turning- 2010 promises to be another good year for the journal. Two special issues are planned, one on creativity and giftedness (vol7, no2) being guest edited by Ali Rejali (Iran) and Viktor Freiman (Canada), and another issue (vol7, no3) focused regionally on Montana and its neighbors. On a parting note, anyone interested in guest editing a special issue of the journal is encouraged to send in a proposal outlining the topic they propose to cover with a list of authors and reviewers. Again, offers to review books and commentaries on previously published papers are also welcome. Thank you for making the journal an integral part of the community. Have a great summer (or winter) depending on your hemispheric orientation.