

## **New Year Tidings**

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About a year ago, I began an editorial on my way **from** Tromsø (Norway) to Montana, and strangely enough, and a year later, this editorial is penned as I make my way **to** Tromsø.

2009 proved to be a good year both for the journal and the monograph series, and I am hopeful that 2010 will result in positive tidings for the journal, its authors, editorial board members and the readers of *The Montana Mathematics Enthusiast*.

Some changes have occurred in the structure of the editorial board. Claus Michelsen (University of Southern Denmark) has served his term as an Associate Editor and is being replaced by Simon Goodchild of the University of Agder (Norway). I thank Claus for his support of TMME over the last 3 years. Simon brings tremendous editing experience as well as expertise in statistical techniques, methodological issues, as well as research in learning communities in mathematics teacher development. In addition I am pleased to welcome three new editorial board members, namely Raymond Bjuland and Reidar Mosvold both from the University of Stavanger (Norway), and Mehdi Alaeiyan from Iran University of Science and Technology. These three scholars add to the diversity and strength of the journal.

This issue of the journal includes 9 articles, representing a wide geographic range and topics. The opening article by Katz & Katz (Israel) looks at the important albeit forgotten place of non-Standard analysis in the teaching and learning of Calculus. The last article by Aztekin et al. examines a related topic in the context of researching notions of infinity among PhD students in Turkey. This article is based on Aztekin's PhD dissertation which made effective use of repertory grid methodology to get a nuanced view of different conceptions and misconceptions of infinity held by those with a fairly good academic background in mathematics.

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Between the bookend pieces with non-Standard Analysis and infinity notions are seven articles reporting on issues related to the classroom, namely teacher development, implementation of mathematics content, mathematical learning in technological environments as well as larger societal issues. For instance Anjum Halai's article provides a description of a large scale project in rural Pakistan to understand implementation issues surrounding curricular changes in mathematics and science education aimed at poverty alleviation and gender equity. Her paper addresses policy and practice issues in impoverished areas.

This year there are two focus issues of the journal planned, one on mathematical giftedness and talent which is being compiled and edited by Viktor Freiman (Canada) and Ali Rejali (Iran). This focus issue is planned as vol7, no2 [June 2010]. A section of the vol7,no3 [October 2010] will focus on the regional work of women mathematics educators in the Northwestern region of North America [Montana, Idaho, Washington, Alberta]. This is being compiled by Ke Norman (Montana).

Finally two major monographs are in the works and on schedule for release in 2010. Monograph 10 is the massive *Sourcebook on Nordic Research in Mathematics Education*, which is a first of its kind 1000+ page tome on mathematics education research in Norway, Sweden, Iceland, Denmark and contributions from Finland. This is on schedule for release in Summer 2010. Monograph 11 focuses on *Interdisciplinarity and Creativity in the 21<sup>st</sup> Century*, slated for release in Fall 2010. These two monographs would not have been possible without the support and goodwill of over 100 authors scattered around the world.

Having conveyed the tidings for 2010, I will close by adapting a quote from Hermann Hesse, which I think is indicative of the spirit of the journal and could serve as its motto:

*Not caring whether we are courted or cursed, we follow our true inner calling.*

Happy New Year!