

From the Editors

Rick Silverman Tod Shockey

University of Northern Colorado University of Maine

Dear Reader,

Thank you for visiting the website hosting *The Journal of Mathematics and Culture* sponsored by the North American Study Group on Ethnomathematics (NASGEm). We are delighted to have been part of the creation of the inaugural issue. Many folks have contributed to this success, namely the editorial board and the executive board for NASGEm.

A special thank you goes to Professor Ubiratan D'Ambrosio. Professor D'Ambrosio was gracious enough to accept our invitation for the opening article for volume one number one. He calls mathematics the "dorsal spine of Modern Civilization," and asks, "How is it possible that a perfect dorsal spine supports such an ugly body?" That question is the driving force of his research. Here, he proposes "a modern *trivium* in education: literacy, matheracy, technoracy." We share Professor Struik's sentiment that Professor D'Ambrosio is a "pioneer." Professor D'Ambrosio has recently received the prestigious 2005 ICMI Felix Klein Award. We are honored that his words initiate this inaugural issue of *The Journal of Mathematics and Culture*, and we hope that this journal becomes a cornerstone for D'Ambrosio's pioneering work in Ethnomathematics.

We feel very humbled and delighted that the contributing authors for the first edition chose *The Journal of Mathematics and Culture* as a venue to share their important work. Larry Lesser's labor of love in the secondary classroom of a Jewish day school is inspiring. John Fossa examines people's lives in a rural area of Brasil where two of his students initiated his program to foster economic development and pedagogical change by applying principles of ethnomathematics and cooperativism to overcome traditional economic and educational patterns. Susan Staats shares with us her rich experience and expertise in the work she is doing in Minnesota. She has studied the content, processes, and impact of Lipka's "Mathematics in A Cultural Context" curriculum on some of Alaska's Yup'ik elementary and middle school students and as a result has created learning opportunities with subjectively relevant mathematics for college undergraduates, many of whom would have had very little interest in learning the subject at all. Of course the valuable contributions of Daniel Orey and Milton Rosa, based on their work in the United States and Brasil, certainly enrich the readings by describing the development and central precepts of Ethnomathematics and also by examining the compelling contention that "Ethnomathematics turns perceived conceptual poverty into conceptual richness." Barta and Shockey's article elaborates the presence of mathematical thinking and representation among the Northern Ute of the United States. Finally, this issue concludes with Claudette Engblom-Bradley's investigation of Yup'ik navigation across the tundra. She introduces us to Fred George, a Yup'ik Elder who learned navigational ways from his father. He knows that few of today's Yup'ik youths learn much native knowledge within their families. His passion to pass on that knowledge and experience motivates his work with young people. This article documents Fred George's native navigational strategies and indicates their role, and his, in education of children and teachers.

We hope your reading of these papers is as enriching an experience as it was for the editorial board and the editors. Consider using *The Journal of Mathematics and Culture*

as an outlet for your important work by sending a manuscript for peer review.
Enjoy!
Rick & Tod