

Dear Readers,

Thank you for supporting and visiting the *Journal of Mathematics and Culture*. As the journal continues on a path of growing and maturation we hope you find the contents of volume one, number two meaningful.

In this edition you will find rich reading on how Harding – DeKam makes a difference in her teaching of preservice teachers through her inclusion of ethnomathematics. The model she offers is valuable for all of us working in preservice mathematics education to consider. You may find yourself reflecting on how you address meeting the needs of ESL/ELL/ELA populations. Harding – DeKam offers us insights into her research agenda and some resources that we, the collective mathematics education community, might consider in our pedagogy and curriculum.

We are so pleased to have the contribution of Díez-Palomar, Simic, and Varley. These are three rising mathematics education stars from the CEMELA project. Their incredibly important work reminds us all that mathematics is indeed “everywhere.” They share insights from students that we feel remind us all that we do what we do for the learners.

If you cannot hear the drums in the article by Sharp and Stevens, we will be surprised. Many of you may remember the presentation on drumming in 2000 that these authors did at the Annual Meeting of the National Council of Teachers of Mathematics. Everyone in the room was moving to Stevens’ beautiful music. In this manuscript the authors really connect mathematics and drumming and give the reader some insights into the impressions this work has with inservice teachers. An article of theirs on drumming and mathematics also appeared in the *Teaching Children Mathematics* focus issue on mathematics and culture in February, 2001.

We hope you gain as much from the reading as we do going through the editorial process. And of course, we invite you to submit manuscripts of your activities to advance the study and influence of mathematics and culture for a better world.

Good Reading,

Rick and Tod