

Authors intending to publish a paper in the first issue should submit it by October, 15<sup>th</sup>. All papers should be written in English, typed double-spaced, and must conform to the style specified in the Publication Manual of the American Psychological Association (5<sup>th</sup> ed). Research articles should be submitted with the author's name, affiliation, address, and e-mail address on a separate page to ensure anonymity in the reviewing process and should begin with an abstract of about 100 words on a separate page. Figures should be submitted in a camera-ready form.

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#### COMMENTS FROM COLLEAGUES :

*Les mathématiques ont un rapport à leur enseignement plus étroit qu'aucune autre science, et aussi un rapport à leur histoire qu'il est bon de réactiver sans cesse. Il y a de la matière pour l'histoire de leur enseignement, et cette histoire peut intéresser beaucoup de monde. Donc, bonne chance pour la revue !*

Mathematics has a closer relationship to its instruction than any other science, as well as a relationship to its history, which it is good to renew constantly. There are materials on the history of mathematics education, and this history can interest a lot of people. So good luck for the new journal!

*Jean-Pierre Kahane*

(former President of the *Société Mathématique de France* and ICMI President)

*The history of mathematics teaching goes back to the dawn of civilization and early efforts to provide education. Some educators would argue that as a social phenomenon, mathematics originates in teaching: It comes into existence when and only when its developer tries to teach it to someone else. The scholarly study of the history of mathematics teaching across societies and over time, however, is a relatively recent phenomenon. The new journal offers mathematics educators an attractive, convenient venue in which to recognize that scholarship.*

*Jeremy Kilpatrick*

(member of the U.S. Mathematical Sciences Education Board)

*It is always a pleasure to offer congratulations and wish a new journal well, especially one that promises to add considerably to the growing circle of those with a serious interest in history of mathematics. If it is to thrive it deserves the support of mathematicians, historians of mathematics, and educators alike. The history of mathematics teaching is as old as mathematics itself, and whether self-taught or learned at the feet of a master, from books, in a classroom, at a college or university, mathematics and teaching have always had an intimate and symbiotic relationship. This new journal, for the first time, will serve to investigate this subject in a serious and professional way. As a former editor of *Historia Mathematica*, I know full-well the challenges in store for any new journal and its editors. In the years ahead, may the *International Journal for the History of Mathematics Teaching* soon establish itself as an essential resource for everyone interested in the teaching of mathematics and the broad historical spectrum of cultures and disciplines within which it has been studied and advanced, from antiquity to the present.*

First page of *Jiu Zhang Suan Shu* (Nine Chapters of Arithmetic). Version of about 1213 CE

*Joseph W. Dauben*

(former Chair of the International Commission on the History of Mathematics)