

PROSPECTUS AND CALL FOR PAPERS

This is to launch a new journal, the first journal devoted to the history of mathematics teaching:

INTERNATIONAL JOURNAL FOR THE HISTORY OF MATHEMATICS TEACHING.

The rousing success of the Topic Study Group 29, *The History of Learning and Teaching Mathematics*, at International Congress on Mathematics Education in Copenhagen in 2004, demonstrated the need for a permanent and stable international forum for scholarly research in history of mathematics teaching. TSG 29's impact as the first international forum with a focus on mathematics education history continues to reverberate; and thus we feel confident that an international journal devoted to the history of mathematics teaching, complementary to journals in mathematics education, mathematics, and the history of mathematics, will be of substantial interest to educators, policymakers, researchers, historians, and mathematicians.

The major aim of the *International Journal for the History of Mathematics Teaching* is to provide mathematics teaching and mathematics education with its *memory*, in order to reveal the insights achieved in earlier periods (ranging from Ancient time to the late 20th century) and to unravel the fallacies of past events (e.g., reform euphoria). This journal will inform mathematics educators and others about political, social, and cultural constraints (as evidenced by historical events, processes, and periods) in order to improve mathematics instruction. In doing so, the journal aims to overcome disconnected national, cultural, and social histories and to contribute to establishing common themes and characteristic of the development of mathematics instruction in many cultures, differentiating between what constitutes national specificities or particularities and what may be indicative of global trends. Moreover, given the intimate relationship between dissemination and production of new and/or enhanced mathematical knowledge, theoretical reflections on the function of teaching will contribute greatly to understanding concrete and practical forms of the relationships.

The *Journal* welcomes approaches which extend beyond a descriptive seriation of administrative decrees, curricula, etc, and rather situate the development of mathematics teaching within the history of mathematics and the educational, social, and political history of a region, country, or countries. Topics to be published in the *Journal* may range from the transmission of theory and practice from other countries and the impact of modernization on teaching practices within a particular country to the aspects of teaching practice, use of textbooks, teachers' associations, and journals, and the cultural role of mathematics and teacher education policy.

The primary focus of the journal will be the learning and teaching of mathematics in schools (primary and secondary grades as well as their functional equivalents), and hence the training of teachers for this instruction. Moreover, the institutional history of mathematics in higher education may be considered. All historical time periods and all cultures and nations are considered.

The journal will publish three types of papers:

- research articles (in general up to 15-20 pages), as refereed publications,
- notes (up to 5 pages), and
- book reviews (2 to 3 pages).

Initially, we are planning to have two issues per year. The first issue should appear by Spring 2006. The Journal is planned to be published at Teachers College, Columbia University (New York/USA).

CALL FOR PAPERS:

For an initial submission to the journal one hard copy and a diskette with the manuscript saved in rich text format should be mailed to Alexander Karp, IJHMT, Program in Mathematics, Box 210, Teachers College, Columbia University, 525 West 120th Street, New York, NY, 10027, USA. Another copy of the manuscript (with all figures and tables) saved as a Microsoft Word document should be e-mailed as an attachment to ijhmteaching@yahoo.com

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