

JOURNAL OF  
**MATHEMATICS  
EDUCATION**  
AT TEACHERS COLLEGE

*A Century of Leadership in Mathematics and Its Teaching*

**Historical and Current Reflections on Mathematics Education**

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# PREFACE

To best support student learning, it is important for mathematics educators both to reflect on the past and to stay connected to current research and practices in their ever-changing educational communities. The Fall 2024 issue of the Journal of Mathematics Education at Teachers College presents two collections of papers, written by Teachers College graduate students, that highlight both historical and contemporary ideas in mathematics education.

The collection of research articles includes six papers that were conceptualized in a History of Mathematics Education course. This collection uses historical analysis methodologies to explore textbooks from various countries and epochs, paying specific attention to both the text within these books, and the social, political, and historical contexts in which they were written.

The collection of short reports consists of three pieces that were inspired by a mathematics education "study tour" across New York City. During this study tour, students explored the abundant centers of mathematics learning within their own communities. From colleges and universities, to museums, to specialized high schools, New York City provides a unique opportunity to experience and reflect on the teaching and learning of mathematics in a wide variety of settings.

The Journal of Mathematics Education at Teachers College is proud to feature these collections, written by students, guided by faculty, and motivated by classes in the program.

Emma LaPlace  
Molly Stern