

A Way of Communicating and Understanding between East and West

Message from Editors

We are glad to launch the new journal - *Journal of Mathematics Education*. This journal aims at promoting communication in mathematics education between the United States and China as well as between West and East. As an editorial team, we are pleased to announce that the *Journal of Mathematics Education*'s first issue has been published.

In the past 20 to 30 years, both the United States and China have experienced reforms in mathematics education. In such reforms, many similarities and differences exist: both countries have released new mathematics standards and developed new textbooks for K-12 mathematics in the early 21st century. However, the educational system in China is more centralized, while the U.S. educational system is more decentralized. Although both countries face the challenges of the new curricula implementation, both countries understand there is no simple solution for such challenges.

In recent years, many comparative studies in mathematics education in both the U.S. and China have made significant contributions to the field of mathematics education. Such studies have greatly enriched the field of mathematics education in the U.S., and helped Western countries understand Chinese mathematics education to a certain degree. However, the majority of such studies are from scholars in the U.S. or other western countries, which might limit the scope of the research about Chinese mathematics education and development of research of mathematics education in China. In addition, the communication channel between U.S. scholars and Chinese scholars is limited due to the difference in research styles and formats.

In order to remedy such limitations, meet diversity scholars' needs, especially Chinese Scholars' needs, broaden the communication channel between Chinese and Western scholars, provide opportunities for exhibiting Chinese mathematics education insiders' views to the world, as well as let Chinese scholars understand the development of mathematics education from international perspectives, we developed this new journal with great effort, supported by Education for All and co-sponsored by the Chinese Association of Mathematics Teacher Education. We believe that this Journal can and will make a significant contribution to the field of mathematics education.

“Education for all, mathematics for all, and mathematics education research for all” is our mission for all educators, scholars, and practitioners. We welcome all scholars and educators to actively participate in the conversation of mathematics education research, specifically on educational theories and practices, teaching and learning mathematics from China, as well as from the whole world. For this specific purpose, we are looking forward to reviewing and publishing more high quality research manuscripts on mathematics education in the near future.

For this first issue, we would like to express our gratitude to Song A. An, a doctor candidate from Texas A&M University at College Station and Nelson Bank from the University of Texas at EL Paso for their editing work, help on formatting and proof reading.

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**Journal of Mathematics Education
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