

# EDITORIAL

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There are many possible representations of one hundred, 34(1) being one for which the connection may not immediately be obvious. Nevertheless, it is an anniversary of sorts. The hundredth issue of a journal that began with David Wheeler in 1980 and that has continued, with one or two minor hiccups, to produce, thus far, thirty-three volumes, each of three issues, containing for the most part thoughtful, often provocative writing for the learning of mathematics.

An anniversary can be a time for sober reflection on past achievements, for taking stock, perhaps a bit too much concerned with the past. For this issue, I wanted some attention to be given to the future. I contacted members of the advisory board and invited them to offer writing “for the learning of mathematics for the future”. I did not impose any strict interpretation of this topic. For myself, I was influenced by Ubi d’Ambrosio’s remark that as mathematics educators, we have a responsibility “for the future”. What is the nature of this responsibility? How should we discharge it? What might be the future of learning mathematics? This hundredth issue contains some of the responses I received, including one from Ubi, as well as regular submissions, some of which seemed to me to fit the theme. Some additional responses will appear in the next issue and I should be happy to receive additional writing that addresses this topic, or that responds to the contributions in this issue.

Having brought FLM into the world, David Wheeler edited the first fifty issues, thus establishing its existence, nature and values. In his fiftieth and final issue, Wheeler wrote that it was time for the journal to make its way in the world: “The child was no longer an infant and was undoubtedly ready to assume some independence.” It has taken four of us to edit the next fifty issues: David Pimm, Laurinda

Brown, Brent Davis and me. We have guided FLM through its adolescence, perhaps, and it has now attained a degree of maturity; still aware of its parentage, but able to look after itself. As editor, I can only work with what is submitted, and yet the conversations and themes emerge, often taking FLM in directions that I have not anticipated. FLM, then, is no longer simply “David Wheeler’s journal”. It is its own entity.

This particular issue contains writing by a contributor to the very first issue (which you can find on the FLM website) and two who contributed to the fiftieth. Various other connections to the history of FLM appear throughout this issue, some more obvious than others. It also includes several authors contributing for the first time and some provocative and original thinking.

The start of Volume 34 marks the departure of Steve Lerman as one of the two associate editors. I am grateful for his participation in the editorial team for the past three years. Nathalie Sinclair continues in the role and is joined by David Reid.

And so, as we start on the next fifty issues, what will the future bring? What will the future bring, for example, for Lila, Mellony Graven’s daughter, who features in her contribution, written with Steve Lerman? What will the future be for the learning of her mathematics, in the world she will inhabit? And what will the future be for our field? What will be the focus of our research? And how will we communicate our research and interact? Some responses, necessarily provisional, can be found in the contributions to this issue, as well as, of course, in *For the Learning of Mathematics* in the future.

