

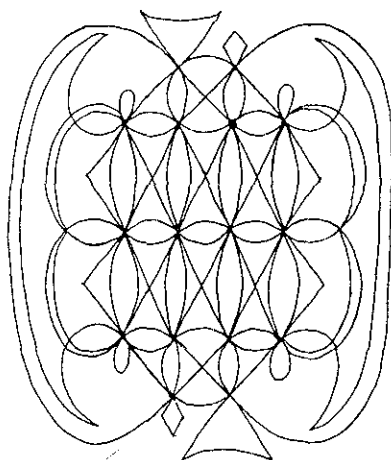
Introduction

This special issue of FLM contains articles by people who see connections between mathematics education and culture. Although they arrived at their viewpoints by different paths and through different experiences, their ideas and work have contributed to the endeavor called ethnomathematics.

We view this special issue as marking a coming of age for ethnomathematics. To reflect on its past and establish its present, we asked the authors to write about what they had done, what they learned, and what they are now doing. We also asked that they look to the future. And, of course, we asked that they contribute their thoughts about the linkage of mathematics and culture, mathematics education, and/or about ethnomathematics itself. The articles reflect a diversity of perspectives; they are concerned with different educational levels, different cultural groups, and written by people with varied professional and national backgrounds. As our contribution to this special issue, we have chosen the form of a dialogue. This form enabled us to make a joint statement yet with two different voices.

We have not sought to delimit the scope or boundaries of ethnomathematics. Only a few of its many contributors could be included in this single issue. The growing body of work, commentary, and interest that the endeavor has inspired is testimony that it has passed out of infancy and is assured of a future.

Marcia Ascher, Ubiratan D'Ambrosio



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