

### **A Commentary on Research Commentaries**

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In May 1970, in the third issue of the *Journal for Research in Mathematics Education*, the *JRME* Editorial Board published information for prospective authors, calling for manuscripts of various types. The Board announced a new section tentatively titled “A Forum for Researchers,” manuscripts for which would be short (no more than three typed pages) and offer “analyses, critiques, or proposals about the nature of research in mathematics education.”

The page limit for “Forum” manuscripts was soon increased to six pages, but submissions were usually quite rare. The exception occurred during the editorship of Jim Wilson from July 1976 through November 1982; he averaged almost one “Forum” article an issue from 1977 to 1979. Although all previous and subsequent editors encouraged submissions to the “Forum,” they were not nearly so successful. For example, the volumes from 1972 to 1974 contain only one “Forum” article; the volumes from 2002 to 2004 contain only four.

In 2003, a survey of the *JRME* readership indicated that readers wanted to see more commentaries on research; subsequently, the *JRME* Editorial Panel established a new section titled “Research Commentary” that would subsume the “Forum,” broadening its scope to include timely, policy-oriented articles. Manuscripts for the section were to be 8 to 12 pages in length and generally not to exceed 20 manuscript pages. Topics for the section would include, but not be restricted to, the following categories:

- Commentaries on research
- Discussions of the connections between research, policy, and practice
- Scholarly analyses of policy trends related to mathematics education (e.g., research funding, national policies)
- Commentaries on the relationship between research and evaluation
- Extended reviews of books with critical commentary
- Scholarly debates among proponents of different views

The intention seems to have been to publish more articles like those in journals such as the *Educational Researcher* but with a focus on mathematics education. The first “Research Commentary” was published in May 2005, and the two in the current issue are the fourth and fifth in the series.

Readers interested in commenting on any issue connected to research, policy, or practice are hereby encouraged to submit manuscripts to the “Research Commentary” section. Manuscripts for the section should not be reports of orig-

inal research, although they may use unpublished data to make a point. Instead, they should address issues raised or informed by research in mathematics education. To survive the reviewing process, a manuscript needs to have more than superficial implications for future research.

A “Research Commentary” can support mathematics educators by providing insight not found in other documents, allowing them to adopt a more informed stance when dealing with the contentious issues of policy and practice that beset the community today. Your contribution can help us all.

### **Author**

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