

Preface to the Series

The first books in Springer's series on the history of mathematics education are being published in 2017. From the outset it was decided that the series would comprise scholarly works on a wide variety of themes, prepared by authors from around the world. We expect that authors contributing to the series will go beyond top-down approaches to history, so that emphasis will be placed on the learning, teaching, assessment and wider cultural and societal issues associated with schools (at all levels), with adults and, more generally, with the roles of mathematics within various societies. In the past, scholarly treatises on the history of mathematics education have featured strong Eurocentric/American emphases—mainly because most researchers in the field were scholars based in European or North or South American colleges or universities. It is hoped that the books in the new series will be prepared by writers from all parts of the world.

In addition to generating texts on the history of mathematics education written by authors in various nations, an important aim of the series will be to develop and report syntheses of historical research that have already been carried out in different parts of the world with respect to important themes in mathematics education—like, for example, “Historical Perspectives on how Language Factors Influence Mathematics Teaching and Learning,” and “Historically Important Theories Which Have Influenced the Learning and Teaching of Mathematics.”

The mission for the series can be summarized as:

- To make available to scholars and interested persons throughout the world the fruits of outstanding research into the history of mathematics education;
- To provide historical syntheses of comparative research on important themes in mathematics education; and
- To establish greater interest in the history of mathematics education.

We hope that the series will provide a multi-layered canvas portraying the rich details of mathematics education from the past, while at the same time presenting historical insights that can support the future. This is a canvas which can never be complete, for today's mathematics education becomes history for tomorrow. A single snapshot of mathematics education today is, by contrast with this canvas, flat and unidimensional—a mere pixel in a detailed image. We encourage readers both to explore and to contribute to the detailed image which is beginning to take shape on the canvas for this series.

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Let History into the Mathematics Classroom

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