

EDITORIAL

Terry Goodman

With my summer schedule allowing for a little more “free” time, I was able to complete my reading of *The Teaching Gap*, by James W. Stigler and James Hiebert (The Free Press, 1999). Using a series of videos that were produced from the Third International Mathematics and Science Study (TIMSS), these researchers compare mathematics teaching practices in Japan and Germany with those in the United States. I found the comparisons to be quite striking and revealing.

Stigler and Hiebert suggest that the task of improving American students’ performance in mathematics will require solutions that focus on impacting the quality of teaching inside classrooms. Teaching, they argue, is cultural. They propose that, not teachers, but patterns of teaching must be changed. They further propose ways schools can be restructured so that teachers can engage in collaborative lesson study and development. I encourage you to read this book.

Once again, we would like to acknowledge the contributions our referees make to the quality of *MJMS*. We deeply appreciate their time and effort.

List of Referees

Hadi Y. Alkahby, *Dillard University*
Charles J. Allard, *Polo R-VII High School*
Mohammad K. Azarian, *University of Evansville*
Seung-Jin Bang, *Seoul, Korea*
Gerald Bergum, *South Dakota State University*
John E. Bernard, *University of Texas-Pan American*
Jim Bruening, *Southeast Missouri State University*
Joseph Chance, *University of Texas-Pan American*
Hang Chen, *Central Missouri State University*
Eungchun Cho, *Kentucky State University*
Gregory Davis, *University of Wisconsin-Green Bay*
Bryan Dawson, *Union University*
Richard Delaware, *University of Missouri-Kansas City*
Joseph B. Dence, *University of Missouri-St. Louis*
Albert Dixon, *College of the Ozarks*
Clayton Dodge, *University of Maine*
John J. Edgell, Jr., *Southwest Texas State University*
Vince Edmondson, *Central Missouri State University*