I read Professor Wu’s article “The Mis-Education of Mathematics Teachers” in the March 2011 Notices of the AMS with interest. I agree with the message, beginning with the two conditions for the body of knowledge teachers need. I would like to provide some additional thoughts from the perspective of a mathematics educator who has worked successfully with mathematicians for twenty-five years while in departments of mathematics and for twelve years while in colleges of education following five years of teaching high school mathematics.

I agree that the input of mathematicians is a necessary condition for developing courses for teachers, but offer that

1. mathematicians should work cooperatively with mathematics educators, not in isolation or at odds with mathematics educators;

2. such efforts by mathematicians should be viewed as significant contributions in evaluating tenure and promotions in their departments;

3. previous recommendations addressing teacher preparation and noteworthy curriculum materials developed by mathematicians—and how they did or did not bring about desirable changes—should be considered; and,

4. just as mathematics educators who are leading the process need to be well prepared in mathematics, mathematicians should have extended experience observing and interacting in a wide range of schools, especially those where the challenges are greatest.

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