

EDITORIAL

Welcome to the May 2004 issue of SERJ, which is the first issue since Iddo Gal succeeded Carmen Batanero as co-editor with Flavia Jolliffe. This issue contains five papers. The paper by Jose Carmona Marquez, the second paper we have published in Spanish, reviews evidence for the reliability and validity of instruments assessing attitudes towards statistics and suggests priority research areas on this topic. Sue Gordon's paper explores the attitudes towards statistics of psychology students in Australia. Both these papers focus on dispositional aspects of learning statistics. Sonia Kafoussi's paper is one of a few papers published so far on probability work with very young children. Paula Williamson's paper is on the teaching of statistics to PhD students in medical schools in the UK, and the paper by Maria Virginia Lopez and colleagues is on statistics teaching in agricultural colleges in Argentina. These papers overall examine a variety of issues related to the learning, teaching, and content of statistics teaching in diverse cultural contexts.

Over the last few months, several important internal changes have occurred at SERJ. Since the journal continues to expand, and with an increasing number of submissions, we have felt it necessary to further expand the editorial board while retaining its international nature. Details of the seven new associate editors are given at the end of this editorial. We are very grateful that they have agreed to serve on the board. On the other hand, David Green (University of Loughborough, UK) has had to resign as an associate editor and we would like to thank him for his contribution to SERJ.

We have been changing the way we deal with submissions, with the intention of making working procedures more effective, and are in the process of updating the guidelines for authors and referees. The SERJ web page has moved and is now hosted by the University of Auckland as part of the IASE web page which carries archives of former newsletters as well as hundreds of papers presented at international conferences such as ICOTS-6 (Cape-Town, 2002), ISI-54 (Berlin, 2003), and other meetings. We thank IASE president and associate editor Chris Wild, and Rachel Cunliffe, the webmaster of the IASE website, for their efforts in this regard. We would also like to thank the University of New England, Armidale, Australia, for hosting the SERJ webpage and Chris Reading for developing the SERJ webpage and serving as its webmaster during the first two years of development.

As previously announced, our next issue in November 2004 will be devoted to the topic of reasoning about variability and variation. This Special Issue (Guest Editors: Joan Garfield and Dani Ben-Zvi) will include half a dozen papers first presented at the Third Forum on Statistical Reasoning, Thinking, and Literacy (SRTL-3, Nebraska 2003), and then revised and submitted to SERJ for refereeing, as well as several introductory and reaction papers. In publishing this Special Issue, we will take advantage of the ability of an electronic journal such as SERJ to publish a substantial number of papers within a single issue. We will thus be able to offer our diverse audiences a broad coverage of a topic of central importance in statistics education, variability and variation, which has so far received little solid research attention.

FLAVIA JOLLIFFE AND IDDO GAL