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January–February 2005 Issue

### INSIGHTS

When people speak of “multidisciplinary education,” they are often referring to such catalyzing combinations as Literary and History or Visual Arts and Creative Writing. This issue of *Teachers & Writers* places the ampersand between two decidedly different bedfellows: Poetry and Mathematics.

Betsy Franco’s essay on teaching “mathematticles” takes us down the rabbit hole into a Wonderland of quizzical poetic equations. While Arthur Goldman’s humorous and heartfelt account extends the journey into the art of the word problem. The exploration continues with Jason Schneiderman’s “On the Line,” which reminds us that the very metrics that underlie the poetic line are mathematical in nature.

The issue concludes with Mark Statman’s philosophical consideration of the nature of writing about teaching and Amanda Leigh Lichtenstein’s conversation with Steve Seidel about his plans for a Museum of Learning. Her essay is the first in a series of articles that will celebrate visionaries in the field of education and writing.

—Christina Davis & Chris Edgar

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