A WORD FROM...

Robin Wilson

Black history is American history, and the history of Black mathematicians in the United States is a part of the history of the American Mathematical Society. As with the history of the United States, the history of the AMS has not always been one of inclusion. With this special issue in honor of Black History Month, we shine light on some of that history, as well as uplift the efforts of mathematicians and institutions to redirect this tide of history and create equity in the field. In particular, in this issue, we have collected a broad yet impactful collection of feature articles, opinion pieces, and historical articles written by Black scholars. In addition, we present history and communication pieces that reflect on the past exclusion of Black scholars from the mathematics field and explore some new programs that might bring greater diversity to the mathematics research community. Many of these articles challenge the traditional narrative, both past and present, about contributions of Black people to the mathematical sciences in particular, and their impact on the larger mathematics community.

Our feature articles include **Surface Bundles in Topology, Algebraic Geometry, and Group Theory** by Nick Salter (Columbia University) and Bena Tshishiku (Brown University), **Model Selection for Optimal Prediction in Statistical Machine Learning** by Ernest Fokoué (Rochester Institute of Technology), and **Demographic Population Cycles in Infectious Salmon Anemia Models** by Abdul-Aziz Yakubu (Howard University). In **Reflections of a Mathematics Teacher Educator: Considerations for Mathematicians who Teach Teachers**, Christina Eubanks-Turner (Loyola Marymount University) shares her insights on best practices for mathematicians who teach future mathematics teachers.

Communications include **Fostering Diversity in Top-Rated Pure Mathematics Graduate Programs** by Jana Gevertz (The College of New Jersey) and Joanna Wares (The University of Richmond) about promising practices that top PhD-granting institutions in pure mathematics have implemented to increase diversity in their graduate programs; **Gift from Uhlenbeck Funds Karen EDGE Fellowship** by Sophia Merow about a new fellowship for underrepresented mid-career mathematicians; and **Institute for the Quantitative Study of Inclusion, Diversity, and Equity (QSIDE)** about a cross-institutional collaborative using quantitative techniques and community partnerships to promote inclusion, diversity, and equity in our society.

This issue also includes the Opinion article **Mathematics: The Key to Empowering Tomorrow's Workforce** by Tanya Moore (Intersecting Lines) about the importance of outreach in giving the next generation the quantitative skills they need to tackle tomorrow's problems. We also include an insightful historical contribution by Jesse Kass (University of South Carolina), titled **James L. Solomon and the End of Segregation at the University of South Carolina** about the role of a mathematics graduate student in the desegregation of the University of South Carolina.

It has been an honor to work with these authors and read their contributions to the *Notices*. I hope that readers of the *Notices* will find these articles as engaging and thought provoking as I have.

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