

This summer, I had the pleasure of teaching graduate students enrolled in a master's program centred on elementary mathematics and science. Many of our conversations focused on the changes in the new curriculum for mathematics. Change is a recurring theme in conversations I have with teachers throughout the province: What is different about this new program of studies? What do these new things mean for me in the classroom? Are they just fads? How can I teach to encourage a deeper understanding of mathematics?

*delta-K* is dedicated to the exploration of change. In response to questions generated by teachers this summer, and with the help of Karen Virag, supervising editor at the ATA, I investigated why our journal is named *delta-K*. I share the following excerpt with you:

In December 1970, a major change was initiated, and the intent was explained in the *Newsletter*. Due to the nature of the articles being printed, the publication had grown to be more than a newsletter; it had developed into a professional journal. Suggestions for a name for the new journal were requested from members. The *Mathematics Council Newsletter* was renamed *delta-K* in May 1971. The chosen name represents *delta* ( $\Delta$ ), the fourth letter in the Greek alphabet used in mathematics to represent an increment or increase. *K* is for knowledge: knowledge of mathematics, knowledge of teaching mathematics and knowledge of new methods and developments in our discipline. (Worth and Jorgenson 1995, 37)

Indeed, we are in an era of change and this issue of *delta-K* presents thought-provoking articles on what this change might mean for mathematics teachers in Alberta. As you catch your breath during this festive season, take time to reflect on the legacy we bring to this significant endeavour.

Gladys Sterenberg

## Reference

Worth, J, and A Jorgenson. 1995. *Thirty-Four Years and Counting: The History of the Mathematics Council of the Alberta Teachers' Association*. Edmonton, Alta: Alberta Teachers' Association.