

EDITORIAL

Direction

Delta-K has two new editors, Art Jorgensen and John Percevault. At least, the initial issue in this volume has been published under their editorship.

As editors of *Delta-K*, we will endeavor to feature articles and ideas that will be useful to teachers in the classroom, to provide an opportunity for the participation of Alberta students through the "Student Problem Corner," and most importantly, to provide an outlet for Alberta mathematics educators to exchange ideas. These three objectives are facets of improving mathematics education.

We anticipate publishing three issues of *Delta-K* during 1985-86. The next issue should reach you by the end of January, and the third issue by the end of May. However, whether or not this is realistic could depend on the contribution of articles. In addition, you can look forward to receiving the 1985 issue of *The Canadian Mathematics Teacher*.

Comment

In this issue, **Al Anderson** challenges teachers to examine whether or not problem solving is being taught in their classrooms. The implication that teachers can arrange time, organization of students, and teaching strategies is clear. **Walter Szetela** enlarges on the theme that problem solving can be a practical exercise, utilizing the newspaper and students' identification with a popular figure. **G.S. Bhalla** utilizes working backwards. The "Hindu Inversion Method" is intriguing. Does the strategy of working backwards apply to geometric proofs as well? **Joan Haig** shares with us an example of how she involves honors mathematics students in exploring content beyond the prescribed curriculum. **John Percevault** suggests that teachers develop a set of problems that are related to a particular problem-solving strategy. A thought process is applied to "families of problems" and is extended to translation. The central question posed by **Hank Boer** challenges teachers to examine the difference between evaluating the solution to a problem and evaluating the problem-solving process. A schema is developed. **Oscar Schaaf and Ian Beattie** contribute ideas that you can try in the classroom Monday morning. Student responses to Schaaf's and Beattie's contributions will be published.

Share *Delta-K* with your colleagues. Reactions will be appreciated.

In Appreciation

The executive of MCATA and the editors wish to acknowledge the contribution of the previous editor, Gordon Nicol.

- Coeditors *Arthur O. Jorgensen*
and *John B. Percevault*