

EDITOR'S COMMENTS

Welcome to the second issue of *delta-K* devoted to the topic of technology and mathematics. In this issue, J. Dale Burnett's guest editorial discusses the importance of values in technology and mathematics. An article by Kate Le Maistre encourages teachers to use television, particularly the VCR, to enhance the teaching of mathematics. Marlow Ediger offers guidelines for using microcomputers to teach mathematics.

The articles by Francis Sommerville and Ron Taylor present microcomputer programs using BASIC and Logo respectively to solve the same mathematical problem. Scott Erickson discusses both the graphic art of M.C. Escher and the technology applied to the deformation of tessellations. J. Dale Burnett uses psychological theory to design practice sessions on the computer. George Cathcart shows how Logo programs can be used to perform arithmetic tasks. Barry McGuire explains how a computer simulates science studies and experiments in a school-designed scientific studies and computer course.

"Student Problem Corner" features a mathematical exercise reprinted from *Resource Problems to Enhance the Teaching of Mathematics*, an algebraic solution and computer program published by the Department of Mathematical Sciences, University of Delaware. In addition to "Student Problem Corner," a new section entitled "Student Problem Solvers" has been added. Will it become a regular component of *delta-K*? Can students develop an alternate algorithm or an algorithm using a different language? Solutions submitted to "Student Problem Corner" will be published in the next issue.

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