

## Guest Editor's Comments

I am very pleased that both *AGATE* and *delta-k* are devoting a regular issue to mathematics education for the gifted and talented and honored to have been approached to be the guest editor. I was glad to accept the challenge, despite my lack of experience in the editorial process, because I feel strongly about the need for such an issue.

I want to emphasize that this issue is of interest not only to those involved in mathematics education for the gifted and talented. Alberta's mathematics curriculum is primarily content-oriented and mathematics teachers should find Doris Schattschneider's article of great value. It is a masterful exposition on one example of very useful techniques which apply across the whole spectrum of mathematics.

The mathematics curriculum is also heavily utilitarian. Teachers of the gifted and talented will enjoy Kathy Jones' article which highlights the aesthetic aspects of mathematics.

Tony Gardiner's article raises the important questions of the definition of the gifted and talented and of the role of the classroom teacher in their mathematics education. Such students should study Mogens Esrom Larsen's article, a beautiful example of the inspiration and perspiration needed to tackle a difficult problem. Jan van de Craats' article urges teachers not to overlook the social needs of exceptional students.

I am grateful to The Alberta Teachers' Association for getting me involved in this special project, which I hope the rank and file will find worthwhile, and to my friends and colleagues for sharing their valuable experience and insight on a very important education issue of today.

—*Andy Liu*