EDITORIAL

Terry Goodman

In [1] (working draft), the following observation is made. "Most current mathematics programs fail to reflect the impact of the technological revolution affecting our society. The availability of low–cost calculators, computers, and related technology have already dramatically changed the nature of business, industry, government, sciences, and social sciences" (p. 4). Davis and Hersh [2] suggest that "there are two inexhaustible sources of new mathematical questions. One source is the development of science and technology, which make ever new demands on mathematics for assistance. The other source is mathematics itself $\cdots$ each new, completed result becomes the potential starting point for several new investigations" (p. 25). Finally, in [3], we read, "Mathematics teachers at all levels–from elementary to university–are adapting their teaching methods to include $\cdots$ new approaches to instruction $\cdots$. Calculators and computers make new modes of instruction feasible $\cdots$. Technology should not be used because it is seductive, but because it can improve mathematical learning by extending each student's mathematical power" (p. 13).

Many of you who read **MJMS** are teachers and are well aware of the tremendous changes in technology that have occured in recent years. Other developments are happening as you read this! Ideally, we have moved beyond the question of whether technology should be used in the mathematics classroom to the question of how the current technology can **best** be used to enhance the learning of mathematics.

We would like to hear from those of you who are using technology in some way in your classroom. We want to include in future issues of **MJMS** articles describing uses of computers, calculators, software, and other technology in teaching mathematics. Such articles may range from descriptions of the use of technology in teaching a specific mathematics topic to the use of technology in teaching an entire course. Since one important role of **MJMS** is to provide a forum for the sharing of ideas, we believe that such articles are appropriate and can provide useful information for each of us.

Reference.

1. National Council of Teachers of Mathematics. *Curriculum and Evaluation Standards for School Mathematics*. National Council of Teachers of Mathematics. Reston, VA: NCTM, 1987.

2. Davis, P. J., and Hersh, R. *The Mathematical Experience*. Boston: Houghton Mifflin Co., 1981.

3. Davis, P. J., *Everybody Counts (Summary)*. National Academy Press. Washington, D. C.: 1989.

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