

## ACKNOWLEDGMENTS

Many thanks go to Warren Esty, of Montana State University—I have benefited tremendously from his insights into student difficulties with the mathematical language. Many of his ideas are woven throughout these pages.

Thanks go also to Pat Lang, for his time and participation in class-testing of this text. Joel Blackburn is owed thanks for his extremely careful reading of the text—he found typos that had slipped past dozens of proof-readings.

Without Bob, Julia, and my family, no undertaking as great as this would have been possible.

In closing, a valuable lesson has been learned in writing this text. The relation between an author's *perceived* percent completion of the text, and the *actual* percent completion of the text, is a beautiful example of a non-function, as shown below. The hollow dot at the point (100, 100) is interpreted as,

*a text is never finished.*

