An important feature of *Resonance*, as a journal of science education, is the classroom section. In addition to discussions on pedagogical experiences and teaching methods, this section serves also as a forum for raising broader issues relevant to science education. Rajkumar Radder describes the challenges faced in recent times in teaching the theory of evolution. Though the matter may be confined to the USA at present, it shows how even science education is in danger of being hijacked by obscurantist dogmas.

On the positive side, a contribution of basic science that directly enhances the welfare of society usually gets due recognition sooner than later. A recent example is the award of the Nobel Prize in Chemistry for 2005 to Chauvin, Schrock and Grubbs for the development of the so-called metathesis method in organic synthesis. Beginning with the well known double decomposition reactions of high school chemistry, K Sivapriya and S Chandrasekaran give an account of metathesis and its consequences.

After an article on the special theory of relativity a couple of months back, can one on the general theory of relativity be far behind? A Banerjee explains why the general theory of relativity is regarded as a supreme example of the power of speculative thought.

The abundance of tropical rainforests in soil poor in nutrients had been a paradox for long. Ramesh Maheshwari tells us how the symbiotic relationship between plants and fungi accounts for the phenomenon.

The classroom article by Sushan Konar is an entertaining account of the role played by Fibonacci sequence in letting round-off errors accumulate in numerical computations involving powers of the so-called golden mean.

The scientist featured in this issue is Lagrange, a towering figure for mathematicians and physicists.

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