# MATYC MANNANN NEWSLETTER

MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES OF CONNECTICUT

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## Letter from the President, Spring 2019

It is hard to believe that almost two years have gone by since I took over the Presidency of MATYCONN. At the beginning of my two-year term, we as a community were focused on the potential consolidation of our colleges, and here we are almost two years later, still immersed in the many activities and discussions surrounding consolidation. As discussions and plans have moved forward with the consolidation, MATYCONN semiannual meetings have provided forums for colleagues to gather, bond, support one another, and discuss ideas. The Executive Board has a plan (pending membership approval) to extend the reach of MATYCONN membership in the near future to include anyone who teaches in a two-year environment (private two-year schools, faculty who teach the first two years in universities, etc.) in addition to community college faculty. I am hopeful that any such new members will enhance the richness and robustness of our meetings and discussions as well as bring new ideas and energy to the organization. I would like to thank those who were on the Executive Boards of the past two years as well as those who served in other capacities; specifically, Amanda Sweeney (VP), Hien Nguyen (Treasurer), Michelle Saindon (Secretary 2017-2018), Deb Rimkus (Secretary 2018-2019), Michelle Breaker (Newsletter Editor 2017-2018), John Callaghan (Newsletter Editor 2018-2019), Jana Sime (Membership Chair), Sue Spencer (Scholarship Chair), Kegan Samuel (Webmaster), Steve Krevisky and Nick Stugard (Math Contest Co-chairs), and Leonel Carmona (Nominating Committee Chair). I would especially like to thank Janet Zupkus (Past President) for all of her assistance, and all of you, MATYCONN members, for your help and support over the past two years.

Harry Burt

## 2018-2019 Officers and Executive Committee

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## **Campus Contacts**

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#### MATYCONN Spring 2019 Meeting Registration Form

Friday, April 12, 2019 @ Asnuntuck Community College 170 Elm Street, Enfield, CT 06082 Freshwater Conference Room

Name College Phone Email	
Please Enter A \$	mounts: Meeting Registration \$20
\$	MATYCONN scholarship – suggested donation \$10
\$	Membership Fee* – see below for fee schedule (complete separate membership application)
\$	TOTAL ENCLOSED
Mail completed for by <b>April 8, 2019</b> , t	rm and check (payable to MATYCONN), o Hien Nguyen, Treasurer Naugatuck Valley CC 750 Chase Parkway Waterbury, CT 06708
You can reg either by cl	ister On-line at <u>http://matyconn.matyc.org</u> ; payment can be made neck mailed to Hien Nguyen or by cash/check paid at the meeting.
	*Membership Information
Go	to MATYCONN website at <u>http://matyconn.matyc.org/</u> for a
\$15 Yearly \$28 Two-y	manyconn Membership Application under "About Us". membership for full-time department members rear membership for full-time department members

\$10 Yearly membership for adjuncts, students, and retirees

\$18 Two-year membership for adjuncts, students, and retirees

\$30 Lifetime membership for retirees or persons at least 65 or older (1-time payment)



## Spring 2019 MATYCONN meeting Asnuntuck Community College Freshwater Conference Room April 12, 2019

## "Apollo at 50"



Bill Weppner's reminiscences take us back to the 1960s when a "perfect storm" driven by international politics, a national commitment by a President, and a Congress willing to spend a whole lot of cash, enabled a lot of really smart people with a lot of chutzpah and a lot of luck to accomplish the seemingly impossible - the Apollo Program. Bill served as a flight controller at the Manned Spacecraft Center in Houston, TX, during the Apollo Missions 7 and 13. He'll explain why Apollo 8 was his favorite mission.

You'll learn how we traveled all the way to the moon, only to discover the earth; how the Apollo 11 computer said, "Uh! Oh!, but GUIDO said, "GO!"; how the command, "SCE to AUX", saved Apollo 12; whether we could've reached the moon with today's smart phone; how, in order to reach the moon, we needed to come up with, "... the most powerful machine ever devised" - the Saturn V.

Ponder with Bill whether we'll see such accomplishments again in our life times.

#### Schedule

1:00 – 1:30 Registration 1:30 – 2:30 Lunch 2:30 – 3:30 Business Meeting 3:30 – 5:00 Speaker - Bill Weppner

(5:00 - after formal meeting - "Cookies and Conversation" sharing concerns about consolidation)



Cost to attend is \$20 - see registration form

## USING SPORTS DATA IN STATISTICS AND MATH CLASSES:

## AN OVERVIEW AND UPDATE

## BY PROF. STEVE KREVISKY MIDDLESEX COMMUNITY COLLEGE MIDDLETOWN, CT, USA Skrevisky@mxcc.edu

#### There are many good examples of using

statistics classes, so as to help motivate our students to see the practicality of what they've learned. What follows are examples from different sports, which you can use in your classes.

BASEBALL: Over the years, baseball has evolved into an international game, played in many countries. One of the early baseball statistics was BATTING AVERAGE, or BA. This is computed by taking the # of Hits, divided by number of At Bats, with Walks not counting. Thus, BA = #H/ #AB. Example: You got 3 hits in 10 at bats, so your BA=3/10=.300. This is usually considered to be good, subject to what the league BA was.

Later statisticians preferred On-Base Average, or OBA , which includes walks. Thus OBA is done as follows:

#### **OBA** = (#H +#W)/ (#AB+#W)

Example: In the above example, you also walked twice. Therefore,

OBA = (3 + 2)/(10 + 2) = 5/12 = .417. This means that you reached base almost 42% of the time, which is rather good!

Another favored stat is your Slugging Average, or SLA, which weighs each hit by the number of bases that the hit generates.

So, your total bases are: 1(#S) + 2(#D) + 3(#T) + 4(#HR), which = 1(2) + 2(2) + 3(1) + 4(1) = 13. Then, your SLA = 13/20 = .650, which is rather good! You could again compare this to how the league did.





Modern statisticians, or Sabermetricians, favor such stats as Linear Weights (mentioned in the paper), Runs Created, OPS, which equals: OBA+ SLA, and many others.

FOOTBALL: For most of the world, this is actually what is called soccer in the US. In US football, there are such calculations as the National Football League (NFL) Quarterback rating system, which take into account % of passes completed by the QB, TD passes, interceptions, yards thrown for, and so forth. It is a weighted average, and the debates about

who are the best QB's can go on and on.

In the college football realm, there is controversy over how teams are ranked, and seeded into the socalled college football playoffs. Strength of schedule, strength of conferences, winning on the road, and other factors are used to try to settle this issue. There are many different ranking systems, such as the Sagarin one, the Colley matrix one, the Massey ranking system, and others.

**BASKETBALL:** Many countries play basketball quite well, and international players have done well in the National Basketball **Association (NBA) in the US. Basketball has been an Olympic sport as well. Many people in the US enjoy March Madness, when the National Collegiate Athletic Association (NCAA) basketball championship tournament occurs. After 4 play-in games, the 64 remaining teams are grouped into 4 regions of 16 teams each. A selection committee seeds the teams in each region from 1 to 16, where the 1 seed is the strongest, and the 16 seed is the weakest. 1 plays 16, 2 plays 15, 3 plays 14, and so forth. It's a single elimination tournament, and people enjoy picking upsets, and arguing who will win. It's one of the fun sports times of the year.** 



The term "bracketology" has been used to analyze who will get into the tournament, with what seed, and who won't get in. Strength of schedule, road wins, results in the last 10 games of the season, success in conference tournaments, and other factors lead to the publishing of the bracket. Probability is at work here, in thinking about will the favorites advance, will there be upsets, can a sleeper team make the final 4, and so forth. Last year, a 16 seed upset a 1 seed, which was the first time that this had happened in the men's tournament. The women's tournament has the same structure as the men's, and many people enjoy that tournament as well. Colley and Massey also have systems for this as well.

Studies could also be made of the World Cup in football (soccer), held every 4 years, where there is also a Final 4.

This is truly an international event, followed by millions. Tennis, track and field, and other sports are also worthy of discussion and analysis.

#### How might you use sports data in your classes? What have you tried doing?

#### The 28<sup>th</sup> Annual Connecticut Community Colleges Math Contest

#### **Directions for Student Participants**

#### Please read these directions carefully before starting the test!

- 1. Only students currently enrolled in the community college system are eligible to participate.
- 2. Do not begin the test until instructed by the test monitor.
- 3. You have two hours to complete all of the questions. Some questions are worth 1 point, some are 2 points, some are 3 points, and some are 4 points.
- 4. You are allowed to use calculators. No books, notes, or other aids are allowed. You may not share calculators during the test.
- 5. You will be provided with scrap paper and graph paper, on which you can do all of your work.
- All answers MUST be recorded on the answer sheet provided. Answers must be fully simplified and exact answers must be given unless otherwise specified.
- All answers must be complete, legible, and with the proper units or labels (for example: inches, pounds, dollars, miles per hour, etc.) No partial credit is given.
- 8. Please record all answers with a ball point pen.
- 9. Please sign the answer sheet and initial the test question sheet with a ball point pen.
- 10. Please return all test papers to the test monitor before leaving (which you can do once you are done).

Sincerely, the Contest Committee

MATH CONTEST REPORT FOR THE SPRING MATYCONN MEETING ON FRIDAY, APRIL 27, AT HOUSATONIC CC.

As of April 23, 2018, 9 campuses have reported their top scores to Steve and Nick. Here are the top scores system-wide as of today:

Tied for first place:	1A) Norwalk CC- Justin	Mucelli 53/60	
	1B) Gateway CC-	Zach Beever	53/60
Third Place:	Northwestern CC-	Connor Glassel	51/60
Fourth Place:	Northwestern CC-Trevor	Doll 50/60	
Fifth Place:	Middlesex CC-	Josh Greenberg	49/60

Considering the difficulty of this year's contest, the scores were good.

The following campuses have reported scores to us, as of today:

Middlesex, Asnuntuck, Three Rivers, Northwestern, Tunxis, Norwalk, Naugatuck, Housatonic and Gateway.

Thanks to all for your participation in the 28<sup>th</sup> (perfect number!) annual student Math Contest!

Sincerely, Steve and Nick, contest co-coordinators.

## The 28<sup>th</sup> Annual Miguel Garcia Math Contest

#### Sponsored by MATYCONN

#### April 2018

#### **One Point Questions:**

- 1. What is the result of finding the difference of the largest two-digit number and 39 and dividing that result by the smallest two-digit number?
- 2. If  $(x y)^2 = 121$  and  $(x + y)^2 = 169$ , what is xy?
- 3. The sum of two prime numbers is 85. What is the product of these two numbers?
- 4. Find the area of the triangle bounded by the *x*-axis, the *y*-axis, and the line 2x + 3y = 6
- 5. Harry was shopping for books. He had four books in his cart and the average cost was \$5 per book. He added a new book to his cart and the average cost was now \$6 per book. How much did the new book cost?
- 6. Mike Schmidt hit 3 less than twice as many homeruns as John Kruk. Kruk hit 17 fewer homeruns than Schmidt. How many homeruns did Mike Schmidt hit?



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#### **Two Point Questions:**

- 7. At Jana's school, there are three parking lots with a total of 175 parking spaces. Three-fifths of these spaces are reserved for juniors and seniors who drive to school. There are twice as many parking spaces assigned to seniors as there are assigned to juniors. How many of the parking spaces at Jana's school are not assigned to seniors?
- 8. An eight-digit number contains two 1s, two 2s, two 3s, and two 4s. The 1s are separated by 1 digit, the 2s by 2 digits, the 3s by 3 digits, and the 4s by 4 digits. What is a possible number?
- 9. Find the rational number between  $\frac{1}{2}$  and  $\frac{2}{3}$  which is three times further from  $\frac{1}{2}$  than it is from  $\frac{2}{3}$ .
- 10. In Mrs. Ray's class, there are 30 students and the ratio of boys to girls is 3 to 2. In Mr. Winston's class, there are 28 students and the ratio of girls to boys is 4 to 3. How many girls are there in the two classes combined?
- 11. The sum of the reciprocals of two positive consecutive even integers is  $\frac{3}{4}$ . Find the larger of the integers.
- 12. Harry is building a doghouse. He got a deal and saved \$2.50 while only paying \$25 for the lumber. What is the percentage he saved rounded to the nearest percent?
- 13. What is the smallest prime number with two sevens in it?
- 14. The MATYCONN farm consists of people (two legs), horses (four legs and a tail), and chickens (two legs and a tail). Altogether, there are seventy legs, thirty heads, and twenty tails. How many horses are on the farm?

### **Three Point Questions:**

- 15. The smallest integer in a set of consecutive integers is -32. The sum of all of the integers in the set is 67. How many integers are in the set?
- 16.Suppose a and b are two different real numbers, such that  $f(x) = x^2 + ax + b$ , and f(a) = f(b). What is the value of f(2)?
- 17.During target practice, Bob can earn 5, 8, or 10 points for hitting the target.He hit the 10 point mark as many times as he hit the 8 point mark.Altogether, Bob managed to earn 99 points while missing the target 25% of the time. How many times did Bob fire at the target?
- 18. Given that a, b, and c are positive integers with a < b < c such that  $\frac{1}{a} + \frac{1}{b} + \frac{1}{c} = 1$ . What is a possible value of a + b + c?
- 19.For 23 days in a row, Sue ate either an apple, banana, carrot or a combination of those for breakfast. She had an apple on 6 of the days, a banana of 12 of those days, and a carrot on 15 of those days. On two of those days, she had just a carrot and an apple. On two of those days, she had just a banana and an apple, and on only one day, Sue ate all three. On how many days did Sue eat just a banana and a carrot?

20. Given 
$$A_1 = 3$$
,  $A_2 = 7$ , and  $A_n = \frac{A_{n-1}}{A_{n-2}}$  for  $n \ge 3$ .

Compute the value of  $A_{\rm 12}$ 

#### Four Point Questions:

- 21. The McDonalds are planning a long car journey of 27,000 miles. If they use tires that last 12,000 miles each, what is the fewest number of tires they need to buy?
- 22.*W* is 10% larger than *X*. *X* is 20% larger than *Y*. *Y* is 25% smaller than *Z* By what % is *W* smaller than *Z*?
- 23.A man paddling a canoe upstream sees a glove in the water as he passes under a bridge. Fifteen minutes later, he turns around and paddles downstream. He passes under the bridge and travels another mile before reaching the glove again. If he paddled at the same speed the whole time and lost no time in turning around, what is the speed of the current?
- 24. What three digits are represented by X, Y, and Z in this addition problem?



- 25. Each pair of statements contains one true and one false statement about a number. Find the number.
  - o 1a) I have two digits
    - 1b) I am even
  - o 2a) I contain a '7'
    - 2b) I am prime
  - $\circ~$  3a) I am the product of two odd integers
    - 3b) I am one more than a perfect square
  - $\circ$  4a) I am divisible by 11
    - 4b) I am one more than a perfect cube
  - 5a) I am a perfect square
    - 5b) I have three digits



#### 2018 SYSTEM-WIDE STUDENT MATH CONTEST

#### CONNECTICUT COMMUNITY COLLEGES

#### ANSWER SHEET

#### **ONE-POINT QUESTIONS**



#### TWO POINT QUESTIONS

Address:



#### THREE POINT QUESTIONS



#### FOUR POINT QUESTIONS

21.	9	
22.	1%	
23.	2 mph	
24.	X=4, Y=9.	2:5
25.	730	

.

SWEY KE Name: Banner ID: Email:

## New Faculty - Asnuntuck Community College



MaryBeth Rajczewski is a new full-time faculty member at Asnuntuck Community College, where she serves as an Instructor of Mathematics. MaryBeth started as an adjunct at ACC in January of 2014, transitioned to a temporary full-time position in the Fall of 2016, and was hired as a full-time faculty member as of Fall 2018. Before coming to ACC, MaryBeth spent ten years as a math teacher at East Granby Middle School in East Granby, CT, where she also served as the Grades 6-12 **Mathematics Department Curriculum Coordinator for two** years. Before that, MaryBeth taught at Niskayuna High School in Niskayuna, NY. MaryBeth earned a B.S. in Mathematics from Siena College in Loudonville, NY, with minors in both Computer Science and Secondary Education. She holds a Master's Degree in Technical Communication from Rensselaer Polytechnic Institute in Troy, NY. Outside of teaching, MaryBeth enjoys spending time with her husband and four children.



## New Faculty - Gateway Community College



Teresa deSousa Cull is a new full-time Instructor of Developmental Mathematics for the First-Year Studies Department at Gateway Community College. She was hired Fall 2018 and has been teaching MAT\*085 and MAT\*095 courses. Teresa has also been working closely with the coordinator and the tutors (drop-in and embedded) at the college's Center for Educational Services to ensure proper tutor training and support. Teresa has extended support to the embedded tutors in the "Gateway to College" program at GCC and the New Haven Adult Education transitional program. She has also taken over coordinating several workshop opportunities that Gateway offers to students throughout the semester.

Teresa earned her B.S. and M.S. in Mathematics (concentration Secondary Mathematics Education) at Central Connecticut State University. She also completed graduate level coursework above her Master's degree that assisted her in obtaining State of Connecticut Department Chair certification. Teresa has been sharing her enthusiasm for teaching mathematics for the last sixteen years to students from high school to college level. Before Gateway Community College, Teresa was the full-time Mathematics Instructional Support Specialist at Middlesex Community College. Prior to MxCC, Teresa spent eleven years as a mathematics high school teacher at Nonnewaug High School, where she also served as math department chair for a short time. While teaching at the high school full-time, Teresa was a part-time mathematics adjunct at Central Connecticut State University.

Teresa Cull strives to bring the learning of mathematics alive through the use of technology, class discourse, discovery learning, and peer groups. She has found these techniques to be effective with all learners, no matter the math level or institution. She enjoys helping students gain the knowledge and confidence to move to the next math level. Teresa hopes to continue to help students of all ages and ethnic backgrounds learn math more conceptually than they may have in their past experience



## Featured mathematicians -Emmy Noether 1882 – 1935



Born in 1882 in Germany, she applied to study mathematics at the University, but was turned down as women were not allowed to enroll. Instead she was only allowed to audit classes with the permission of the instructor, which she did. She studied (on her own) under Hilbert, Klein and Minkowski until 1904 when women were allowed to be full students. In 1907, at the age of 25, she earned her Ph.D. Hilbert and Klein invited her to work with them, but she was denied, based on her gender. Instead, she was allowed to work as an adjunct, using Hilbert's name. She continued to work and ultimately developed the field of non commutative algebra, and Noether's Theorem, a foundational result in theoretical physics. When the Nazis came to power in 1933, she and other Jewish professors were dismissed and then fled the country. She become a visiting professor at Bryn Mawr and a research mathematician at the Institute for Advanced Study at Princeton. She was arguably one of the greatest mathematicians of the 20th century. When Hilbert and Einstein had trouble with mathematics, they consulted Emmy Noether.

## Bertrand Russell British philosopher, logician, mathematician

1872-1970

"The whole problem with the world is that fools and fanatics are always so certain of themselves, but wiser people so full of doubts."



Benjamin Franklin's Magic Square

52	61	4	13	20	29	36	45
14	3	62	51	46	35	30	19
53	60	5	12	21	28	37	44
11	6	59	54	43	38	27	22
55	58	7	10	23	26	39	42
9	8	57	56	41	40	25	24
50	63	2	15	18	31	34	47
16	1	64	49	48	33	32	17

In 1750, Benjamin Franklin constructed the above 8 x 8 semi magic square having magic constant 260. Any half-row or half-column in this square totals 130, and the four corners plus the middle total 260. In addition, bent diagonals (such as 52-3-5-54-10-57-63-16) also total 260 (Madachy 1979, p. 87). Describing his invention in 1771, Franklin stated ,"*I was at length tired with sitting there to hear debates, in which, as clerk, I could take no part, and which were often so unentertaining that I was induced to amuse myself with making magic squares or circles*" (Franklin, 1793).

## Proof of the Pythagorean Theorem







## **Pythagoras**



"I do not know what I may appear to the world; but to myself, I seem to have been only like a boy playing on the seashore, and diverting myself now and then in finding a smoother pebble or prettier shell than ordinary, while the great ocean of truth lay all undiscovered before me."



"The laws of nature are but the mathematical thoughts of God."



**Euclid** 

Sudoku

8			5			1		
	7				3			9
2					7		8	
4				5				3
	2						7	
3				7				6
	9		3					1
7			4				3	
		8			9			2





Daisy



"An unexamíned lífe ís not worth lívíng"

-Socrates

## **Consolidation Link**



If you are concerned about the consolidation process and the erosion of shared governance, please visit <u>https://sites.google.com/view/reluctantwarriors</u>



#### **Guided Pathways News**

The Guided Pathways initiatives strive to have a positive impact on the student experience and completion. Work is currently being done in many areas such as student onboarding, getting every student on an academic path, making sure they stay on a path and ensuring learning. This update will primarily highlight the curricular work of the Choice Architecture subgroup.

Choice, a subgroup under the Guided Pathways Task Force and the CSCU Student Success Center, has begun to assemble a new work group of more than 100 individuals to examine matters related to math and English completion in the state. The Alignment and Completion of Math and English (ACME) work group has been charged by CSCU Provost Jane Gates and will include individuals from the Connecticut Coalition of English Teachers (CCET), Math Basic Skills, ESL Council, Testing Administrators Council, PA 12-40 Advisory Council, advisors, deans, presidents, Disability Service providers, registrars, admissions, financial aid and other faculty and staff from the 2-and 4-year institutions. The ACME work group will work closely with the Charles A. Dana Center, at the University of Texas at Austin.

In addition the Choice Architecture group has developed a proposal on meta majors. Historically, we have tried to offer students a great number of program options, but we now know that having too many choices overwhelms most students. Instead, Guided Pathways helps students made informed decisions with "meta-majors," which organize degree programs into a limited number of categories.

In Spring 2018, the Guided Pathways Choice Architecture team proposed grouping programs into six broad categories called *Areas of Study*. The Choice Architecture team includes faculty, staff, and students from the 12 community colleges.

The six proposed Areas of Study are:

- Social and Behavioral Sciences, Education, and Public Service
- STEM (Science, Technology, Engineering, and Math)
- Manufacturing, Industry, and Technical Careers
- Health Careers
- Humanities and Creative Arts
- Business & Hospitality

These Areas of Study give students a more manageable entry point to their college experience by helping them explore and then focus their educational and career interests early in their academic journey. Because academic programs within each Area of Study can share course requirements and foundational skills, course sequencing can be structured to allow students to complete one or more semesters of exploration before having to choose a specific major. The Areas of Study also help to ensure that students register for the courses they need to complete their degree programs, increasing the likelihood of completion.

Finally, Choice Architecture is hoping to encourage faculty from around the state to engage in professional development opportunities through collaboration with other Student Success Centers nationally. Examples include workshops on Equity in the Classroom, Backwards Design, and Achieving the Dream Teaching & Learning Summit: building a Culture of Teaching Excellence for Student Success.

## MATHEMATICAL ASSOCIATION OF TWO YEAR COLLEGES OF CONNECTICUT (MATYCONN)

#### SCHOLARSHIP PROGRAM

Name:			
Address:			
Street	Town	State	Zip
Student ID:	Plan of Study:		
College Currently Attending:			

#### ELIGIBILITY CRITERIA

To be considered for a MATYCONN scholarship, a student must

- Be enrolled either full-time or part time in a Connecticut Community College with at least 12 credits completed.
- Have a cumulative grade-point average of at least 3.0 and have a grade-point average of at least 3.5 in his/her mathematics classes.
- Have successfully completed at least 3 mathematics courses, at least one of which is above the Intermediate Algebra level, in the Connecticut Community College System.

Previous recipients are not eligible to apply.

A maximum of three scholarships may be awarded each year.

#### APPLICATION INSTRUCTIONS

- 1. Submit a typed one-page essay stating your interest in mathematics and your eligibility to receive the scholarship. Please include the following:
  - a) How you meet the stated criteria for this scholarship.
  - b) Your educational and career goals.
  - c) Why you deserve this academic scholarship.
- 2. Attach a student (unofficial) copy of your Connecticut Community College transcript.
- 3. Deadline for application is April 5, 2019.
- 4. Incomplete applications will not be considered.

#### EMAIL COMPLETED APPLICATION TO:

Susan Spencer, MATYCONN Scholarship Committee <u>SSpencer@GatewayCT.edu</u> Subject: MATYCONN Scholarship

#### MATHEMATICAL ASSOCIATION OF TWO YEAR COLLEGES OF CONNECTICUT

#### (MATYCONN)

#### http://www.matyconn.org

#### MEMBERSHIP APPLICATION (revised Spring 2017)

Date			
First Name	Middle Initial	Last Name	
	()	(	)
College	College Phone	Cell	Phone
College Street Ad	dress	E-Mail	
City		State	Zip Code
		()	
Residence Street	Address	Phone	
City		State	Zip Code
<pre>\$15 Yearly \$28 Two yearly</pre>	: / membership for full-time d	epartment members	<b>V</b> C
\$28 1 W0-y \$10 Yearly	ear membership for full-tim z membershin for adjuncts s	e department membe	ers
\$18 Two-y	ear membership for adjunct	s, students, and retir	ees
\$30 Lifetim	e membership for retirees or in	ndividuals aged 65 or o	lder (one-time payment)
Additional	Contribution to the MATY	CONN Scholarship F	und
Total Encl	osed		
NOTES on Memb (1) Effective May your MATYCO Scholarship Fu	ership Fees: 18, 1995, by a vote of the MA ONN dues the extra money wi nd.	TYCONN Executive I automatically go into	Board, if you overpay the MATYCONN
(2) Each dues option	on includes \$5 per year for the	MATYCONN Schola	urship Fund
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Please mail this completed form and a check payable to MATYCONN to Hien Nguyen, Math Department, Naugatuck Valley Community College, 750 Chase Parkway, Waterbury, CT 06708