MATYCONN NEWS
MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES OF CONNECTICUT
Spring 2005

MATYCONN
MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES OF CONNECTICUT

NEWS

Spring 2005

Conferences, Conferences, Conferences!

MATYCONN members travel the world to educate and become educated in the world of Mathematics!

AMATYC 30th Annual Conference, Orlando, Florida
NEMATYC '05, Charlestown, Massachusetts

T^3 International Conference
Washington D.C.

ICME-10, Copenhagen, Denmark

Welcome to Our World!

Connecticut Community Colleges have been fortunate to hire new full-time mathematics faculty. While these inside stories from some new hires are true, the names have *not* been changed to protect the innocent.

Conferences/Workshops

ATOMIC 2005 Spring Conference, "*Re-Framing Mathematics in Connecticut,"* Manchester, CT, March 14, 2005, *http://www.atomic.necaweb.com*

T3 International Conference (Teachers Teaching with Technology), Washington, D.C., March 18-20, 2005, *http://education.ti.com/us/training/conferences/overview.html*

NEMATYC'05, "*Mathematics for the Real World*," Charlestown, MA, April 8-9, 2005, *http://www.NEMATYC.org/*

MATYCONN SPRING Meeting, Gateway Community College, North Haven Campus, New Haven, CT, April 29, 2005, *http://www.nv3.commnet.edu/matyconn/*

AMATYC Summer Institute, "*Developmental Algebra Using a Function Approach,*" Duck, NC, June 12-17, 2005, *http://www.amatyc.org/SumInst/SI.html*

MathFest, 2005 MAA National Meeting, Albuquerque, NM, August 4-6, 2005, *http://www.maa.org/mathfest/*

T^3™ Regional Conference, Utica, NY, August 18-19, 2005, *http://education.ti.com/us/training/conferences/regional/utica.html*

NCTM Eastern Regional Conference and Exposition, "*Discover the Connections: Instruction and Assessment,*" Hartford, CT, October 6-8, 2005, *http://www.nctm.org/meetings/hartford/*

T^3™ Regional Conference, Massachusetts Academy of Mathematics and Science, Worcester, MA, October 14-15, 2005, *http://education.ti.com/us/training/conferences/regional/worcester.html*

31st AMATYC Annual Conference, "*Catch the Wave,*" San Diego, CA, November 10-13, 2005, *http://www.amatyc.org/SanDiego/index.html*

2006 MAA-AMS Joint Mathematics Meeting, San Antonio, TX, January 12-15, 2006, *http://www.ams.org/amsmtgs/2095_intro.html*

T^3 International Conference (Teachers Teaching with Technology International Conference), Denver, CO, February 24-26, 2006, *http://education.ti.com/us/training/conferences/international/2006/overview.html*

18th Annual ICTCM Meeting (International Conference on Technology in Collegiate Mathematics), Orlando, FL, March 16-19, 2006, *http://www.aw-bc.com/ictcm/*

NCTM 2006 Annual Meeting and Exposition, St. Louis, MO, April 26-29, 2006, *http://www.nctm.org/meetings/stlouis*

ATMNE Annual Conference, *"Math Magic in the Mountains,"* Killington, VT, October 19-21, 2006, *http://members.ispwest.com/bowdish/atmne/*

AMS 2006 Fall Eastern Section Meeting, Storrs, CT, October 28-29, 2006, *http://e-math.ams.org/amsmtgs/sectional.html*

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Steve K's Various Adventures

Steve Krevisky, Middlesex Community College

Last summer, I had the good fortune to attend the 10th International Congress on Mathematical Education (ICME-10), which occurred in Copenhagen in July 2004. I received a partial travel grant from NCTM, an award which only a small percent of applicants attained. I participated in the Discussion Group on Two-year Colleges and other Tertiary Institutions. People who were at the last ICME in Japan returned for this one as well, which provided some good continuity to the group; the newcomers blended in very well. Much of our discussions centered on the difficulties students have transitioning from high school to college. It was good to meet people from all over the world and revisit a part of the world which I hadn't seen for many years. I was also in the Modeling Topic Group, and I had papers accepted for the Discussion Group and the Topic Group.

In addition to the conference, I got to see other parts of Scandinavia, including Sweden, Norway and Finland, and enjoyed the old city of Tallinn in Estonia. I crossed the Baltic Sea on a huge boat, which went overnight from Helsinki to Stockholm.

I then attended and presented at the annual conference of the Society for American Baseball Research (SABR) in Cincinnati, which took place soon after my overseas trip. I saw the Reds play the Cardinals, and also attended a few minor league baseball games, which I always enjoy doing.

The annual AMATYC conference in Orlando in November was one of the highlights of the year. I did a presentation/ discussion about international education, building upon what happened in the ICME in Denmark, and many people seemed interested in forming an A-net, a special interest group, on this subject. We hope to have a presence at the next AMATYC conference in San Diego in November 2005.

During the winter, I visited friends in New Mexico, saw several basketball games, and then did a presentation at the winter MAA Meetings in Atlanta in January 2005. The topic was on Z-scores and slugging averages in baseball. I visited the Ty Cobb museum in Royston, Georgia, and saw a few more basketball games.

Next, I was off to Austin, Texas, so as to present at the TEXMATYC Meetings, on the subject of Texas football.

I just returned from a spring break trip to Prague and Budapest, both places that I had visited years ago. I had lunch in Prague with the head of the Czech Baseball Federation, someone whom I'd known years ago. They will host the European baseball championships in July 2005—don't be surprised to see me there!

I will also attend and hopefully present at NMMATYC (New Mexico MATYC) conference in May 2005.

Much to do, and Dobry vecer, y'all!

Growing Dendrites—and Other Reflections from the T³ Conference

Rosalie Griffin, Naugatuck Valley CC

I recently attended the 17th Annual T^3 International Conference held in Washington D.C., from March 18-20, 2005. It is the third such conference I have attended and I always leave with new and useful knowledge, not only about the use of technology, but also with teaching strategies that enhance the understanding and appreciation of mathematics.

I attended the conference with my daughter, Meghan, who has been a biology/physical science teacher for five years. We attend some sessions separately, choosing what appeals to our individual disciplines. At other times, we try to choose sessions to attend together in an effort to learn more about interdisciplinary topics that provide real-world applications of math and science. I always leave those sessions with mixed emotions—I marvel at the younger generation's comfort level with technology and regret that my retirement prevents me from using these wonderful lessons on the high school level. Reality sets in and I realize I can incorporate some of these activities at NVCC and still have a chance to baby-sit for my grandchildren.

The session entitled "Enhancing the Understanding of Trigonometry" was well done. It was very hands-on and had students explore the behavior of the sine and cosine as well as the transformations of these functions using the graphing calculator. The presenter started with a simple but most effective exercise in which students used a paper plate to determine the meaning of radian measure.

"Exponential Relations with Paper Folding" was interesting as was "Meet *e* in St. Louis—the Gateway Arch Problem." Both provided activities using exploration and discovery to enhance the understanding of the mathematical concepts.

Meg and I both attended "Take Your Medicine," which used technology to help students with recursive reasoning. "Monty Python and Who Done It" used clips from Monty Python shows to point out faulty logic and then had students use "correct" logic to solve crime scene investigations. "Using Technology for Inquiry in Science" involved an experiment on the heat of chemical reactions as well as an excellent presentation on inquiry as an evolutionary process. "Current Events" focused on math and science lessons available from USA Today. Although the lessons are geared for high school students, they can be used in several of the courses on the community college level. The lessons can be obtained at www.education.usatoday.com.

On Sunday the conference concluded with a choice of "Power Sessions." Meg and I chose "Worksheets Don't Grow Dendrites (Brain Cells)" with Marcia Tate. Ms. Tate is a wonderful speaker who identifies and demonstrates twenty brain-compatible strategies to enhance learning. She points out that students must be actively engaged in learning. Did you know that the brain needs to hear something at least three times—do you ever replay your phone messages? The brain can only handle seven isolated bits of information at one time—7 days of the week, etc. To enable students to learn more than seven bits of information, we need to use "chunking." For example, your social security number is given in "chunks," also phone numbers, to enable the brain to remember. Thus the need for mnemonic devices in teaching. Her book "Worksheets Don't Grow Dendrites" is available from Corwin Press.

We had a wonderful time in D.C. And even survived the Acela ride.

I would be most happy to share the handouts from any of the math/science sessions. You may reach me at RGriffin@nvcc.commnet.edu.

T^3— Teachers Teaching with Technology

Kathy Bavelas, Gateway Community College

One of the joys of being retired is the ability to go to a conference and stay an extra day or two. And with only teaching two days a week now, it is so nice not to have to arrive, exhaust myself attending sessions, and then rush back to campus. The International T^3 Conference this spring was in Washington DC., a city that both my husband and I love. In addition it began on the Friday before spring break so, extending our stay was easy, and going down leisurely a day early was also possible, since I do not teach on Thursdays.

The keynote address by Dr. Robert Ballard, who is the President of the Institute for Exploration at Mystic Aquarium here in CT and Director of the Institute for Archaeological Oceanography at the University of Rhode Island's Graduate School of Oceanography, was absolutely wonderful. I could have stayed in that auditorium all day. He of course is best known for his discovery of the Titanic in 1985 and had wonderful photographs , but his creation of the Jason Project, a program that encourages in students a lifelong passion to pursue careers in math, science and technology though exploration and discovery, is what sent me into the clouds. I hope we can soon get him before Higher Ed folks in Connecticut. What an inspiration.

I followed that with a session on TI Connect, a workshop for middle grades using the TI -73, which was wonderful, another using the Algebra Apps that is on the TI 84. That App definitely needs to be explored. Its uses in the classroom are amazing. A session using Math Bots (little robots) to generate data that encourage students to explore ratio, proportion, probability and measurement—all weak areas of the curriculum—was excellent. TI alternated between hour and 1.5-hour sessions, so the days were full.

Sunday I attended a session using CBLs to gather data and also one activity that just required simulation of a plague. The conference was over by noon on Sunday, my head was swimming with all the great ideas I had been exposed to, and we headed out to enjoy the city for a few days. A new small science museum had opened near the hotel and we had a wonderful few hours exploring. Of course we returned to my favorites, the Air and Space Museum, the Museum of Natural History and the Museum of American History, which had some new exhibits. My aching feet appreciated an opportunity to sit for an IMAX presentation.

Not being rushed we had taken the train instead of flying—what a wonderful way to travel.

Elaine, Naugatuck Valley

Dr. Robert Ballard's keynote presentation on March 18, *Sharing the Discovery—the Titanic and More,* as Kathy has said, was assuredly one of the highlights of the T^3 Conference. In addition to his many talents, he is extremely engaging and has a wonderful sense of humor; we left with the hope that exploration is *in our future*! So many interesting sessions made it difficult to choose… I decided to focus on recursion and fractals: my favorites included *Exponential Relations with Paper Folding and Calculators, From Cosine to Chaos, Blazing the Triangle Trail: How Far Did Pascal Go?* and *Recursion, Fractals, and Medicine.*

Too busy attending sessions to enjoy much of the city by day, but I could not leave without taking one really good walk. Unlike the previous days of sunshine and glorious spring temperatures, early Sunday morning was cool and drizzly. From the hotel on 9th Street, north of H, I set out before dawn for the Mall. Through the fog, the Washington Monument was visible in all its majesty. Made my first visit to the WW II Memorial, revisited the Korean War Memorial, climbed the steps and 'visited' with Abe, stood quietly, in awe and reverence, as I paused along the Vietnam Memorial, then watched ducks splashing in the pond before heading back — all of this with hardly another soul around; something almost spiritual about the experience. And, yes, I did even make it back to the hotel in time to shower and dress before my 8:00 a.m. session! The entire weekend was first-rate, truly living up to its billing as *A Capital Idea!*

Reflections from AMATYC

Dorothy Libron-Green, Naugatuck Valley CC

As a first-timer, I arrived at the 30th Annual American Mathematical Association of Two-Year Colleges (AMATYC) Conference impressed by a well organized event. On Wednesday night, a helpful conference staff welcomed and registered me after I checked into the hotel. The available staff on Wednesday evening allowed this attendee to take the advantage of the entire first day of the conference which started a 7:30 a.m.

This conference provided me with choices of 50-minute sessions, two-hour workshops, and PC Labs on the following subjects: developmental math, general interest, algebra, precalculus or higher, history of mathematics, distance learning, and my chosen area of interest – statistics. I along with other attendees moved from one session or workshop on statistics to the next anticipated event. The faces became familiar as those of us with the same common interest shared our weekend. We listened to lectures, shared and listened to stories of our successes and failures, and punched keys on TI-84 Plus graphers.

Bright Ideas, the theme for this AMATYC Annual Conference lived-up to its name. Throughout the weekend presenters, speakers, attendees, and conference staff shared bright ideas. I enthusiastically look forward to C*atching the Wave* of the 31st Annual AMATYC Conference November 10-13 in San Diego, California.

Kathleen Bavelas, Gateway CC

The gadabout also got to AMATYC this fall. I had to make a choice between Orlando and the regional NES/MMA here in New England. Every few years the two conflict. I always enjoy NES/MAA and after 8 years of being on the Board it would have been my last conference as a serving member of the Executive Board, but Florida won out. David and I left early by a day so I could be ready for the very early start on Thursday a.m. The weather was beautiful—the conference hotel was across the street from Sea World and we spent an afternoon there. No crowds. I loved it. We saw the whale show and all the many fish and other sea critters in the park.

Sessions began at 7:30 a.m. on Thursday so we could have from mid Friday into Friday evening to explore Orlando. So I exhausted myself in workshop sessions on Thursday, meeting many friends, Steve, Pat, Alice, John (saw Roger from a distance) and of course our many regional friends at the regional breakfast on Friday a.m. I attended a good session with presenters from a New Jersey community college and a lab approach to Prealgebra being used in a Florida community college. Both sessions had good evidence that a less skill-based course and one that in addition to skills promoted conceptual understanding as well as real world relevance promoted better student learning, but lack of funding, support from administration—especially in the funding area, and lack of support from colleagues too held back their progress even with successful results. Several other sessions promoted that same theme. I felt I was back in the mid 1980s before our Crossroads document had been published. So although the sessions were good, I came back a little discouraged, but I returned to my classroom buoyed by the research presented in those sessions and thankful that in my classroom I can feel comfortable trying approaches that reflect our Standards because we have been so collegial in Connecticut.

2005 AMATYC UPDATES

From Your Northeast AMATYC Regional Vice President, Jack Keating

1. AMATYC Math Excellence Award –
   Nominations for this award are now open and nominations close on Tuesday, November 1, 2005. Details can be found on the AMATYC website.

2. Two summer institutes will be offered:
   - Developmental Algebra Using a Function Approach will be held from June 12-17 in Duck, North Carolina.
   - Teacher Preparation: Exploring Statistical Reasoning and Probability held from July 7-11 at the Applied Technology Center, Grand Rapids, South Carolina.

3. Apply to be a Project ACCCESS Fellow. The deadline is July 1, 2005. For more information, please visit *http://www.maa.org/ProjectACCCESS/* or see attached flyer.

4. The AMATYC Review invites manuscripts and reviews. Guidelines can be found at *http://www.amatyc.org/Publications/Review/Publication.html*.

5. AMATYC is looking for a publicity director. This person has the role of pursuing AMATYC publication opportunities, overseeing press releases, and maintaining an AMATYC media kit. This is a volunteer position. If you are interested or want more information, please contact Judy Ackerman, our President at *judy.ackerman@montgomerycollege.edu*.

From AMATYC State Delegate, Alice Grandgeorge

At the 2004 Delegate Assembly of the American Mathematical Association of Two-Year Colleges held in Orlando, Florida on Saturday, November 20th, the assembly voted to approve the increase in individual dues and to set the rate of institutional dues. The position statement on Dual Enrollment in Mathematics was sent back to the committee. MATYCONN members are encouraged to visit the AMATYC website at *www.amatyc.org* and provide input on this document to Ruth Collins, chair of the Program/Curriculum Issues Committee.

Remember that the 31st AMATYC Annual Conference will be held November 10-13th, 2005 in San Diego!!! Mark this important date on your calendars to "Catch the Wave."

Project ACCCESS

Advancing Community College Careers: Education, Scholarship and Service

Project ACCCESS is a mentoring and professional development initiative for two-year college mathematics faculty funded through a grant from the ExxonMobil Foundation. Jointly developed by the American Mathematical Association of Two-Year Colleges (AMATYC) and the Mathematical Association of America (MAA), Project ACCCESS has as its goal the development of a cadre of new two-year college mathematics faculty who are effective members of their profession. Participating Fellows will gain knowledge of the culture and mission of the two-year college and its students, acquire familiarity with the scholarship of teaching, commit to continued growth in mathematics, and participate actively in professional communities.

Fellows will attend two consecutive AMATYC national meetings where they will participate in a specially developed workshop as well as regular conference activities. In the intervening year, Fellows will attend an MAA Section meeting near their home institution where they will participate in Section NExT activities and the regular meeting. For the duration of the project, an electronic network will link Project ACCCESS Fellows with each other and with a group of distinguished mathematics educators. The development, implementation, and evaluation of a project will play a key role in each Fellow's professional development experience.

The first group of Project ACCCESS Fellows began its activities during Fall 2004 at the AMATYC Conference in Orlando. The next cohort will be selected in Summer 2005 and begin its activities in November 2005.

ELIGIBILITY: Faculty for whom the 2005-2006 academic year will be the first, second or third year of a full-time renewable position are invited to apply to the next Project ACCCESS cycle. Fellows will be selected on the basis of breadth of interests, motivation for participation, plans for implementing project goals, and degree of institutional support. Approximately 30 Fellows will be selected each year.

COST: There is no fee for participation in Project ACCCESS itself. Fellows will be provided with travel support to both AMATYC and MAA Section meetings, as well as partial room and board at the ACCCESS portion of those meetings. The Fellow's employing institution is expected to cover the remaining costs of attendance at the three meetings involved.

TO APPLY: The application deadline is July 1, 2005. Application materials will be available at the project website in early Spring 2005. More information about Project ACCCESS, the program for Fall 2004, and additional application instructions can be found at:
www.amatyc.org/ProjectACCCESS or www.maa.org/ProjectACCCESS.

Project Directors:
Sadie Bragg, Borough of Manhattan Community College
Alice Kaseberg, Lane Community College (retired)
Janet P. Ray, Seattle Central Community College (emerita)
Sharon Cutler Ross, Georgia Perimeter College (emerita).

ExxonMobil

February 2005

NEMATYC Conference: Mathematics for the Real World

Joe Karnowski, Norwalk CC

I attended the annual NEMATYC Conference on April 8 and 9, 2005, at Bunker Hill Community College in Charlestown, Massachusetts. Some of the sessions I attended include the following:

EXCELlent Statistics – Using Excel and Fisheries Biology in the Teaching of Statistics
This session focused on a fisheries class obtaining real data, and then performing statistical analysis on the data. Although I already use Excel in my Statistics courses, I obtained some ideas from the presentation, and I even learned a couple of things about Excel I did not know.

A Historic Tour of Numeration Systems
Presented by two professors from Johnson and Wales University, this interesting talk provided information about the development of numbering systems. What a great interdisciplinary topic!

An Online Precalculus and an Online Statistics Course – Two Different Approaches
Two presenters, both from North Shore Community College in Massachusetts, provided some detail about how they have organized their online courses. Their college has 75 different courses online, along with a couple of degree programs. Since I have recently been asked to teach an online statistics course at NCC, I found this session to be most informative. It was especially helpful to hear how they maintain the integrity of their online offerings. I have since visited their website, and for anyone considering teaching online, I encourage you to do the same.

The business meeting took place at the end of the conference. At the end of the meeting, donated door prizes were given out. There were so many items, nearly everyone left with something!

A Prentice Hall Mathematics Education Workshop

Bob Lynott, Naugatuck Valley CC (retired!)

On March 19th I attended a mathematics education workshop at Southern Connecticut State University presented by Prentice Hall. This workshop was advertised as an opportunity to hear about new technology tools leading to success in mathematics discuss local educational issues share teaching success and challenges with peers Prentice Hall provided a well-rounded workshop which included promoting My Math Lab software.

The first presenter, Carolyn Hay from Middlesex Community College (no, not from our system, but from MA), held a workshop on Problem Based Learning. After she described how this teaching strategy works, we separated into groups of 3 or 4 and wrote our own question for this teaching approach. I wanted to take a broad approach to the question

while my colleagues kept adding more details into the question. In the end, we agreed that we had come up with a useable problem for inclusion in an Intermediate Algebra class, which could also be used in a College Algebra class with only a slight change in the direction and depth of the discussion. We also agreed that while we liked this approach, none of us had the time to write enough of these questions and would probably turn to a textbook which was already written in this manner. That was probably an opportunity for the Prentice Hall people to jump in with one of their texts as a solution, but they did not. Maybe they don't have one. This may be an opportunity for one or a group of us to write one.

The second session was presented by Emmett Dennis and Cindy Gubitose from Southern's faculty, who demonstrated how they were using Prentice Hall's My Math Lab software in their developmental classes. The My Math Lab software is being used in all sections of one of their intermediate algebra classes, except for a few sections in which full time faculty have opted out of the program. Emmett set up the program so all student homework is done online, which is said to benefit both the students and the faculty. The students can get immediate feedback from the program whenever they encounter any difficulty with any homework problem. They can see a solution and get a new problem covering the same concept. The faculty member immediately sees if a student is falling behind and where the student is having difficulty. As Emmett set up the program, he has full control over the homework assigned for all of these classes. Cindy took a few minutes to show how the program works from the student's point of view and from the faculty's point of view. She also stated that students using the My Math Lab software were performing at a higher level and were more likely to succeed in the class than those who were not using the program.

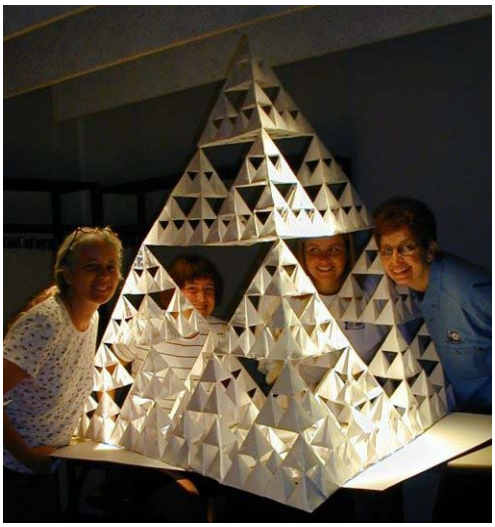
The third session was a presentation by Elayn Martin-Gay of the University of New Orleans (and an author of a series of Prentice Hall textbooks) titled "The Big Picture." Armed with a wealth of statistics (and a few colorful graphs), Elayn addressed the topic of helping students see how multiple concepts are related in a mathematics course. She gave some examples of how questions can be asked so that the student has to recall material previously presented as well as the concept of the moment. While students seem to rebel against this concept early in the class, she felt that as the class went on they seemed to accept the fact that this approach was useful in helping them not only prepare for the final, but helped them transfer their knowledge to the next mathematics class or any class relying upon the concepts of this course. If you haven't seen Elayn present, you are missing something special!

The fourth session, which was not previously advertised, was given by Abe Mantell from Nassau Community College in Long Island NY. He talked about errors produced by the series of Texas Instruments calculators induced by their round off algorithms. This talk was directed at the level of trigonometry or higher and centered on parametric equations and solutions to higher level equations. His lively and humorous presentation was welcome at the end of a long day.

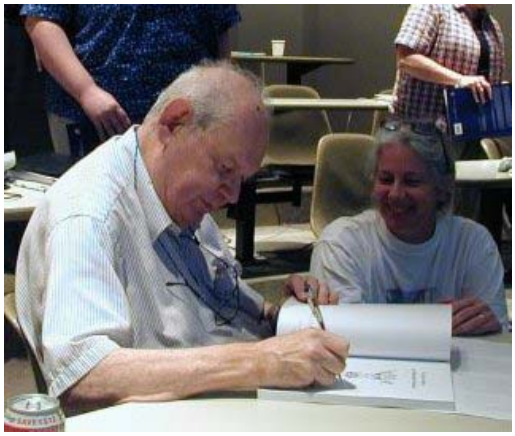
This was one of the most well rounded conferences I have ever attended and it was a shame that the attendance was so low. I guess that Saturday is not a good day to hold such a conference. And, I almost forgot, the provided lunch and time to share with colleagues was very enjoyable.

Reflection on Summer Workshops on Fractal Geometry

Elaine Dinto, Naugatuck Valley CC



From August 9-13, 2004, I had the pleasure of participating, with middle school, high school, and college teachers, in the Summer Workshops on Fractal Geometry at Yale University. Goals of the workshop were to demonstrate the wide scope and appeal of fractal geometry, to encourage the incorporation of these ideas in current courses, to demonstrate strategies for using the web as a teaching device, and to set up a program of curriculum development workshops throughout the year. Each day Michael Frame and Nial Neger "set the stage," then followed with a *perfect* lesson: they provided an excellent mix of mathematical background using lectures and demos (in case you have not seen it, Michael's website, *http://classes.yale.edu/Fractals*, is absolutely phenomenal!), followed by engrossing examples and applications, plus fun hands-on activities (according to Michael, Nial got to have all the fun – we cut paper, folded envelopes, and even did some finger painting!☺), wrapping up with group discussions of curricular issues. Benoit Mandelbrot himself was a special guest speaker one day, where he highlighted some of his work on random fractals and the stock market. He was happy to pose for pictures, and even autographed copies of *FRACTALS, GRAPHS, & MATHEMATICS EDUCATION* (MAA, 2002), in which he and Michael wrote essays describing the impact of fractal geometry on mathematics education.



We received numerous goodies to use as references, including a DVD, labs and lesson plans, software, and books; I was excited to try out a little of what I had learned in my new Math for the Liberal Arts course this semester. It was a lot of work putting things together, rather than simply using a text, but students experienced new approaches to teaching the same old things: recognizing patterns, making predictions, writing generalizations, working with fractions, ratios, and scientific notation, adjusting scales to fit data, discovering effects of scaling on perimeters and areas. After some work on translations, rotations, and reflections, they were open to learning about *similarity under magnification*, where we used recursive processes to solve problems. Students were provided the opportunity to view mathematics as a living, changing, developing subject, and learned (much to their delight) that mathematics is not only arithmetic and algebra. They were engaged. They worked comfortably with new people (no one knew more about the subject matter than anyone else). And they were introduced to some sophisticated ideas (infinite perimeters, limits) in an easily understandable manner. This was a wonderful way to make connections. And students discovered that *mathematics can be fun*!

As this is the third and final year of Michael and Nial's NSF grant, August 2005 is likely our last opportunity to participate in the Fractal Geometry Summer Workshops. There are two sets of workshops—whether you've never attended, or have participated before, it's an opportunity that shouldn't be missed! (You may contact me at *EDinto@nvcc.commnet.edu* for info.)

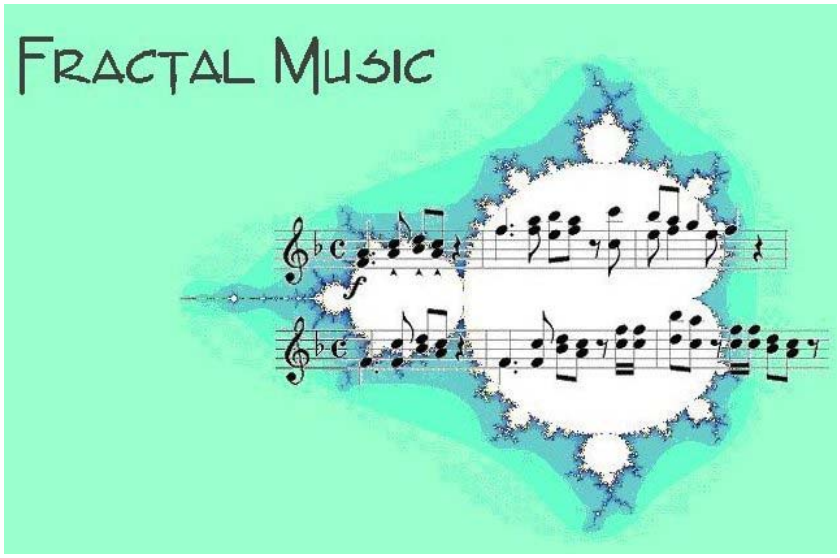
MATYCONN Spring 2005 Meeting and Workshop

When: Friday, April 29, 2005

Where: Gateway Community College

88 Bassett Road, North Haven, CT 06473
Meeting Room 113

10:00-11:15	Registration Social "Hour" Publisher Exhibit
11:15-12:00	Business Meeting
12:00-1:00	Lunch



Become a Fractal Musician!

Presentaion/workshop by Harlan Brothers

1:00-4:00 Room 109, 110

Meeting/Workshop Registration Form and MATYCONN Membership Registration Form available at *http://www.nv3.commnet.edu/matyconn*

MATYCONN Spring 2005 Meeting/Workshop

Registration Form

Friday, April 29, 2005

Please print or write legibly.

Name

_____

College

_____

Address

_____

_____

Phone _____ Email _____

MATYCONN member _____ Yes _____ No

Please send completed form and payment of $15.00.

Make check payable to MATYCONN, and mail to Robert Lynott,
Naugatuck Valley CC, 750 Chase Parkway, Waterbury, CT 06708, by April 22.

Matyconn Membership Form can be found on the MATYCONN website:
http://www.nv3.commnet.edu/matyconn/MembershipApplication.pdf

MINUTES
MATYCONN BUSINESS MEETING
OCTOBER 22, 2004

The meeting was called to order at 2:00 p.m. by Alice Burstein at Naugatuck Valley CC.

Steve made a motion that MATYCONN send a contribution to AMATYC to help support the Convention. The motion was seconded by Elaine and passed.

Bonnie needs news for the newsletter—campuses should contact Bonnie or Elaine at NVCC. Write about a text, a new idea, campus news, a conference attended, etc. Watch for a contest at the next meeting.

Treasurer's report. MATYCONN has $6,686.80 in its treasury; 62 members. Motion to accept was made by Steve and seconded by Bonnie.

Annual contest. Steve reported that our 15th math contest will be held this year on April 9. Submit problems to Steve.

We all welcomed Inez Everest, one of our charter members. Inez was in the area visiting and enjoyed our meeting!

AMATYC. Jack Keating wants input on the Crossroads document. A discussion about the proposed AMATYC dues increase from $60 to $75 individual membership and $300 to $435 for institutional membership per year followed. Members were concerned about the reason for the increase, especially since e-mail saves postage. Conference costs should be kept at a minimum.

Jack's term as Regional VP is expiring this year. Steve is interested in running for this position. Betsey made a motion to endorse Steve. The motion was seconded by Felipe and passed unanimously.

NEMATYC. Steve is our liaison to NEMATYC. Their Spring meeting will be held on April 8. Expressed an interest in having a joint meeting at some point. We should keep a close connection to NEMATYC and report some of their news in our newsletter and submit our important news to their newsletter.

Math issues. It was announced that there will be a math issues committee meeting at Central CT Nov. 12 at 10:30.

Nominating committee. Joe Karnowski, Alice Grandgeorge, and Debbie Litwinko (from NVCC) will comprise the committee.

New group formed. On October 15, there was a meeting of The Association of Mathematics Teacher Educators in CT.

There was a discussion about the following concerns with no resolution:

- Why do students who wish to be certified to teach mathematics have to take Mat 137 if they have had the calculus?
- The four-year schools are not listening to MATYCONN on curriculum issues.

Spring meeting. Harlan Brothers will give a talk on fractal music. April 29 or May 6 at Manchester CC was suggested.

The meeting was adjourned at 2:50.

Respectfully Submitted,

Betsey Doane
Secretary

October 22, 2004 MATYCONN Fall Meeting/Workshops

Matyconn Members, Rookies and Veterans Enjoy Camaraderie

$U + P^5 = \Sigma f(un)$ or Pretty Perplexing Pictures Produced by Parametrics

—Fall 2004 MATYCONN Workshop

Rosalie Griffin's afternoon presentation on parametric equations at the October 22nd meeting was very enjoyable and provided the participants with some basic examples of where parametric equations can be used in a precalculus class. From graphing the trajectory of baseball's longest homerun (do you know who hit it?), participants discussed how functions of distance and height could be translated into functions of the parameter, time. The TI-84 graphing calculator was used as a tool for graphing in parametric mode. By the end of the presentation, the "students" were graphing basic circles and translating them to various locations on the graph. Rosalie awarded prizes to the participants who demonstrated the correct translations on the overhead calculator. (My favorite was the I LOVE MATH pencil!) Rosalie engaged and entertained her audience, leaving us with the tools to create exciting precalculus exercises using parametric mode.

Sandra Pettinico, NVCC

This is Retirement?

Rosalie Griffin has been an adjunct at Naugatuck Valley CC for more than a decade. When asked recently by a Newsletter coeditor what she is doing during her "retirement" from her full time job, she humbly shared the following—

> After teaching 35 years at Crosby H.S., the last ten of which I served as Department Chair, I decided it was time to spend more time with family. With one husband, 5 children and 6 grandchildren, there is ALWAYS something going on. I am now able to spend two days a week babysitting for two of my grandsons. It helps out the parents, especially Mom, my daughter, who recently changed careers and is enjoying her first year teaching at Wallace Middle School. The four year old loves numbers and geometric shapes. He tells me that 80 and 100 are his favorite numbers and thinks the dodecahedron that his Dad showed him is really cool. Hope the interest continues. Retirement also gives me time to attend basketball and baseball games and other fun activities with my other 4 grandchildren as well. My husband looked forward to my increased free time and thought I might finally sort through all the piles of books, papers, articles, etc. that I have accumulated. Sad to say, I have not even put a dent in that to date.
>
> Of course I could not stay away from teaching entirely and truly enjoy teaching at NVCC. I also do some part-time work for the CT Academy of Math Education working with teachers. The work focuses mainly on aligning curriculum with the CMT and CAPT and enhancing instructional strategies. I have met so many dedicated, hard working teachers who truly care about meaningful education in mathematics.
>
> In addition, I do volunteer work at Webster Correctional in Cheshire.

—Other activities which Rosalie neglected to mention include presenting at the NCTM Regional Conference in Baltimore, Fall 2004, at the NVTM Annual Conference in Philadelphia, April 2004, and at the ATMNE Conference in Manchester, NH, in November 2003, where her presentations focused on classroom activities using Math Connections (the NSF-funded secondary curriculum initiative that she mentioned above). Rosalie – we wish you many more years of "retirement"!

Emotional Intelligence for Teachers of Mathematics

Eugene P. Buccini. Ph.D., Western Connecticut State University

—Fall 2004 MATYCONN Dinner Presentation

Did you know that the relationship between IQ and career performance is merely 25%? Or that there is no correlation between scores on entrance exams and career performance?

The basic unit of human memory is information in context connected to feelings. This means that how someone learns is as important as what someone learns. —Elias

Based on new research in brain development, the importance of emotional intelligence, as opposed to I.Q., has taken the field of learning development by storm. Recently, research has coupled emotional intelligence with leadership competency development to produce a highly effective methodology for developing leaders in all types of organizations and situations. Participants in this presentation gained an understanding of what emotional intelligence is, its importance for leadership, and what specific competencies are critical for success. A roadmap for teachers of mathematics who want to be academic leaders was provided. Participants also explored how to use emotional intelligence to develop our students' leadership abilities at the same time they learn mathematical principles.

Gene Buccini, Ph.D., has served as V.P. of Academic Affairs at Western Connecticut State University, Professor of Management, Dean of the Ancell School of Business, and Director (as well as founder) of the Center for Collaboration, which specializes in conflict resolution, facilitation, and team building. His educational background includes a Ph.D. from New York University, an MBA from Pace University, and certificates from Harvard and Cornell Universities. His specialty is in the area of executive leadership and organizational development. He has done talks/workshops on leadership for various groups including business people, health care workers, professional organizations, and now, a first, specifically for math faculty. He is energetic, engaging, and makes education exciting. Neither our unexpected request to perform on his first unannounced math test, by drawing the name of the winner of a new TI-84+ SE, nor the Red Sox/Yankees banter—remember, baseball fans, this was October 22, 2005—affected his enthusiasm or his delightful sense of humor!

For those readers who were unable to participate, here's a bit of what we learned:
Emotional intelligence has been defined as (1) the capacity to recognize our own feelings and those of others, for motivating ourselves, and for managing emotions well, in ourselves and in our relationships; (2) the emotional attributes that allow a person to successfully navigate life and life's situations; (3) maturity.

Emotional Competence (EC) is a learned capability, based on emotional intelligence that results in outstanding performance at work. Specific competencies of emotional intelligence include (1) self awareness (emotional self-awareness, accurate self-assessment, self confidence); (2) self management (emotional self-control, trustworthiness, conscientiousness, adaptability, optimism, achievement orientation, initiative); and (3) social awareness (empathy, organizational awareness, service orientation).

Students and *Social Emotional Learning* (SEL): We want students to become *knowledgeable, responsible, caring.* "Behind each word lies an educational challenge..." —adapted from Elias

SEL/EQ Research indicates that EQ training in schools increases focus, learning, collaboration, improves classroom relationships, and decreases both negative "put downs" and violence. —Jensen, *Self-Science Pilot Study*, 2001

Summary of SEL Research: Improved Student Competencies —adapted from *Respect*, 2002

- Increased academic performance
- Increased self-awareness
- Enhanced impulse control/anger management
- Improved self-esteem and self-confidence
- Enhanced empathy
- Healthy character development
- Improved social capacities
- Improved ability to solve problems, communicate effectively, and cooperate
- Increased appreciation of differences in people

Math teachers can help students develop these SEL skills —adapted from Self-Science, 1998: (1) listen, share, comfort; (2) grow from conflict and adversity, (3) prioritize and then set goals; (4) include others; (5) make conscious decisions; and (6) give time and resources to the larger community.

Math teachers can teach the importance of perseverance: (1) Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome. —Booker T Washington; (2) He who would learn to fly one day must first learn to stand and walk and run and climb and dance; one cannot fly into flying. —F. Nietzsche

Math teachers can teach the important SEL skill of optimism: Optimists are more motivated, more successful, have higher levels of achievement, plus significantly better physical and mental health. —Seligman, 1991

Research: 181 Competency Models

- 67% of Essential Abilities in Success Were Emotional Competencies
- 90% of Essential Abilities of Success in Leadership Were Emotional Competencies

Make the small decisions with your brain. Make the big decisions with your heart. —Anonymous

Our homework assignment was to complete what we began during the session, to develop an EC tool and process for teachers, and one for students. Perhaps some of us would consider collaborating further on these important tools?

We thank Dr. Buccini for sharing his evening with us, and for permission to quote from his presentation in this article.

Minutes of Spring 2004 MATYCONN Meeting
Norwalk Community College
April 30, 2004

The meeting was called to order at 2:40 pm by President Alice Burstein.

Dean Fisher welcomed all to Norwalk CC – "the jewel in the crown". He commended all for their commitment evidenced by meeting on a Friday afternoon. He appreciates what we do since teaching mathematics is a tough job – he's done it since 1993. "What we do is tough since most students do not have the abilities to do college level mathematics.

1. Alice Burstein asked all participants to introduce themselves since many new faces were in the room.

2. Motion was made to approve the minutes of October 3, 2003. Approved.

3. Membership.
Cora Preibis reported that there were 63 regular paid members and that membership was up a bit.

4. Treasurer's Report.
Bob Lynott presented the treasurer's report saying nothing unusual had occurred. There is currently an approximate balance of $6600 which will increase by $150 due to math contest monies being resent to him.

5. MATYCONN Scholarship.
No report.

6. Math Contest.
Steve Krevisky announced the following winners:

First place: Mariko MacDonald, Three Rivers CC

Second/third place tie: Vadim Korf and Raymond Byczko, Tunxis CC

Steve indicated he would take care of issuing the placques and money awards and asked for additional funds from MATYCONN. K. Bavelas motioned for MATYCONN to add an additional $200 making a total of $600 ($300-1st place; $150 each-2nd/3rd). Passed.

7. Newsletter.
Elaine Dinto thanked all who contributed to the newsletter. She also said it is now available on the website.

8. NEMATYC.
Steve Krevisky attended the NEMATYC April 2003 meeting and spoke with the incoming executive board about a future joint meeting with MATYCONN. He asked for support to pursue this further.

9. Math issues.
No report.

10. Election of 2004-2005 MATYCONN officers and executive board.
Kathy Bavelas presented the following slate:

President:	Alice Burstein
Vice-President:	Joe Karnowski
Secretary:	Betsey Doane
Treasurer:	Bob Lynott
Membership Chair:	Cora Preibis
Math Contest Coordinator:	Steve Krevisky
Minority Scholarship Chair:	Slav Sharapov
Newsletter Editor:	Bonnie Simon, Elaine Dinto
Newsletter Editor (webmaster):	Elaine Dinto

Alice Burstein solicited further nominations. None made. Slate approved.

11. Announcements.
- June Decker, Three Rivers CC, is running for the MAA position for Two-year college representative. Kathy Bavelas asked all to support June.

- NCTM 2005 will be in Hartford, CT – October.

- International Congress on Mathematics will be in Denmark this summer. Steve Krevisky will be attending.

- The following colleges have had searches for mathematics faculty: Norwalk CC, Three Rivers CC, Naugatuck Valley CC, and Gateway CC.

12. Old Business.
Alice Burstein announced that it was Elaine Dinto's birthday. Happy Birthday Elaine!

13. Next year's MATYCONN meetings.
October 22 was selected for the fall 2004 meeting to be held at Naugatuck Valley CC. The spring meeting will be at Manchester CC – date to be announced.

14. AMATYC.
Steve Krevisky spoke to this for Jack Keating (hadn't arrived yet). AMATYC will be in Orlando, FL – November 2004. Steve also has been looking into obtaining the AMATYC Affiliate grant for MATYCONN. Save receipts. Steve will follow up on this.

The meeting was adjourned at 3:18 pm.

Submitted by,

Barbara Paskov
MATYCONN Secretary

Highlights of April 30, 2004 Spring MATYCONN Meeting/Workshops

MATYCONN members tour Escher gallery

The Spring 2004 MATYCONN Meeting began with a trip to the Artists' Market in Norwalk. While this gallery contains custom frames, magnificent photography exhibits, fine crafts, books, prints, ties, and more, it is known especially for its incredible M.C. Escher collection.

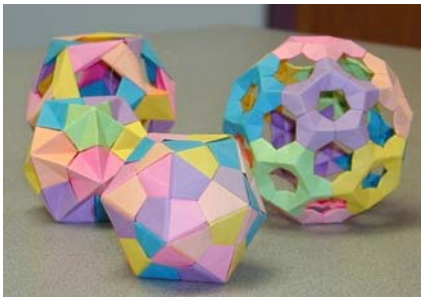
Jeffrey Price, who has owned the gallery for nearly thirty years, continues to collect and research the unique art of the Dutch printmaker, M.C. Escher. Escher, who died in 1972, created incredibly intricate drawings, paintings, and woodcuts in which he synthesized the fields of mathematics and art. His images are often seen on posters and tee shirts as well as in art museums. The Artists' Market has one of the few collections in the world of original Escher works of art. In fact, right after our visit, Jeff acquired the original (1938) of the 'Day and Night" woodcut that's behind his head in this photo.

"Escher's work is a peculiar combination of inspiration and analysis," says Jeff. Extremely knowledgeable about the artist, he treated MATYCONN members to an exhilarating tour of original Escher works, to explore some aspects of the artist's creativity.

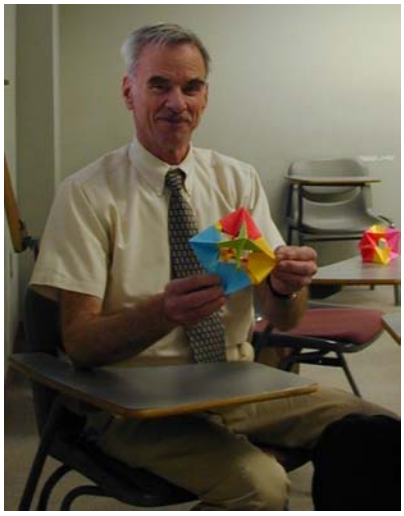
Even if you cannot visit the Artist's Market in the near future, check out Jeff's website at *http://www.artistsmarket.com.*

A special thanks to Norwalk Community College, especially Joe K., for his hard work in organizing and coordinating the day's events, for the great food, and for the many Escher gifts! A splendid day was had by all! See next page for more.

MATYCONN members enthusiastic about creating origami polyhedra



Rona Gurkewitz, Associate Professor of Mathematics and Computer Science at Western



Connecticut State University, has had an interest in combining mathematics and origami since the early 1970's, and is a master at her craft. She is a founding member of the Friends of the Origami Center of America (now called Origami U.S.A.) and has co-authored her third book, *Modular Polyhedra Origami*, with Bennett Arnstein. In addition to teaching and chairing the Computer Science Department at WCSU, Rona exhibits her origami, presents nationally and internationally, and publishes folds. Yet she found time on April 30, 2004, to treat MATYCONN members to a colorful and fun afternoon! While her passion for origami is evident, her PowerPoint presentation was beautifully done, and members enjoyed learning some history and mathematical background as well as viewing Rona's work, by the photos it appears that creating our own simple modular origami polyhedra from the gyroscope family was one of the highlights of the day!

"A Model-Measurement Connection, Math Gets to the Bottom" — a top presentation!

In an after-dinner presentation, **Ric Zannoni** discussed the use of manifolds in analyzing and modeling data. As a member of the Terahertz Lab, he was afforded the amazing opportunity to travel to the South Pole, where he assisted in the installation of a detector designed by Terahertz for the AST/RO Telescope. His provocative presentation and beautiful slides—showing his landing, the base where he stayed for a month, then hiking in New Zealand on the way home—concluded a wonderful day!

Campus Corner

From Asnuntuck Community College:

Pat Hirschy reports —

She is investigating data on June 2002 high school graduates who attended Asnuntuck in 2002-2003. She is checking on their mathematics placement, mathematics path, college retention, and completion of degree level math courses from Fall 2002 through Fall 2004. Very interesting!

In Spring 2006 Pat is scheduled to teach a one-credit Special Topics course on mathematics in criminal justice/forensics. She has some material but would love to have more. Any suggestions are welcomed.

From Manchester Community College:

Barbara Paskov reports —

On March 14, 2005 Manchester Community College hosted the annual ATOMIC Conference. Over 600 educators attended the conference. Most were impressed by the new facilities; MCC's classrooms are equipped with TI presenters and graphing calculators, dual projection capabilities, document cameras, and computers.

From Naugatuck Valley Community College:

Bonnie Simon reports —

- The Math Lab will be relocated to a larger area for expanded services.
- MAT* H095 and MAT* H137 will be offered in a "hybrid" mode of delivery.
- The mathematics department just concluded its Developmental Mathematics Discipline Review.
- New MAT* H170 *Math Education in Practice* course proposed to award students credit for tutoring.
- Hosting CAMPY again, May 25.

From Three Rivers Community College:

Larisa Alikhanova reports —

A Tech Prep articulation for MAT* H137 is underway. Five area high school represented by 7 math teachers met with Three Rivers faculty to create a process by which high school final exams and final grades would be used to award college credit for MAT* H137.

From Norwalk Community College:

Marilyn Seman reports —

- Course offerings have been expanded to include Linear Algebra (this summer) and 4-credit Math for Elementary Education (next fall).
- Math/Science Department opened a Math/Science Tutoring Center staffed by professional tutors and a coordinator.
- Faculty said goodbye to Joe Altilio, who retired to Maine with his wife.

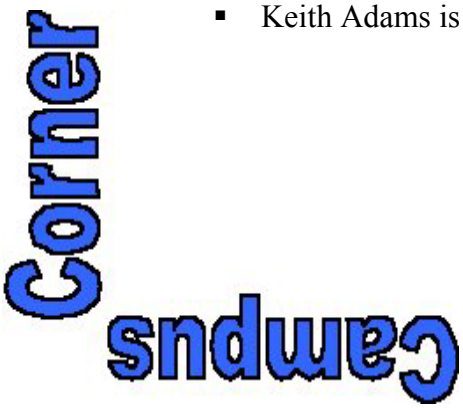
Joe Karnowski reports —

- He has begun implementing WebCT into his courses and is looking forward to using Vista.
- On April 6, the 5th Annual NCC Academic Festival took place featuring James McBride, author of "The Color of Water." This day long festival's goal was to "Create a focal point for academic, career, vocational, and personal enrichment activities within the larger community that we serve." Some events include an open house, faculty and staff art exhibits, a science fair for high school students, a College Bowl, and presentations by faculty and students.
- On April 11, two representatives from Addison-Wesley did a presentation on how to use MyMathLab and MathXL. The faculty who attended seemed to be optimistic about these products. They are eager to see if our students find them helpful.
- NCC Student Activities is sponsoring a team to participate in the 20th Annual AIDS walk in New York.

From Northwestern Community College:

Greg Banks reports —

- Kunle Olumide has resigned to turn his full pursuits towards his Ph.D. in Statistics. We wish him well.
- An appreciation/networking pizza party was given to foster closer communication with adjunct faculty.
- Greg is the Chair of Northwestern's Academic Policy Committee.
- Keith Adams is going to offer Finite Math this summer.



Met Life Recognizes HCC with Best Practice Award

Mark Leach, Housatonic Community College

This past year in Connecticut, all twelve community colleges did a survey project through CCSSE (Community College Survey of Student Engagement).This was given to approximately 150 schools across the United States. CCSSE measured five major benchmarks. Out of these five benchmarks, with 50 being average, HCC had 4 benchmarks above the average and one slightly below the average (the score was a 49.7). The other benchmark that was average was a 50.7. For the three other benchmarks, HCC scored exceptionally well. Two of the scores were approximately 55 and on one benchmark we scored number one in the entire nation, 62 in student support, both academically and personally. What is amazing about the score of 62 is that out of all the colleges that were surveyed, only three schools had any scores above 60, which is approximately 2% of the schools. This data was from students in classes that the CCSSE committee chose randomly. In other words, HCC had no input as to which courses were being chosen for the survey. Because HCC did so well, we won a $10,000 best practice award from MetLife this spring semester. Very few schools won this award.

At HCC, we are extremely pleased with these results for several reasons. First, it shows how much our students truly appreciate what we are doing for them and how hard we work to help them. Second, it shows that HCC truly does make a difference in our students' lives. It is very nice to hear this from the students and not just to hear this from the faculty and staff. Third, it is very good to know that the role we see ourselves in is also how the students see us. Fourth, it is important to see areas where we can improve and where we already have improved on our average results. Lastly, it is crucial that our students know that we care about them and that their success is our success as well.

MATHCOUNTS

Sandra Pettinico, Naugatuck Valley Community College

MATHCOUNTS has proven to be a successful national program that is making a major difference in young people's attitudes toward math in middle school and beyond. At this year's annual **MATHCOUNTS** Western Connecticut Chapter competition, hosted by Naugatuck Valley Community College, students from area middle schools, called "Mathletes," came prepared to show off their knowledge of mathematics. The students who placed in the top 10 at NVCC were excited to win trophies. The auditorium filled with cheers and applause as each name was announced. Also, the individual and team winners were thrilled to have the chance to go on to compete in the state competition, which could lead to participation at the national level.

In order for the competitions to run smoothly, volunteers are needed – parents, teachers and professionals from business and industry. Volunteer members of the Connecticut Society of Professional Engineers work with volunteers Tony Pruchnicki and Sandy Pettinico to organize and run the chapter competition that is held at NVCC. All of the middle school teachers who coach the **MATHCOUNTS** teams are also volunteers. For more information on volunteer opportunities, visit the website at http://mathcounts.org.

MATYCONN welcomes new mathematics faculty to the Connecticut Community College System

Mathematics as a second career

Peter Daupern is changing careers to teach mathematics at Norwalk Community College. From a self-employed businessman from an immigrant family, Peter Daupern is a 55-year-old new hire in the Mathematics Department at Norwalk CC. He attended Gateway Community College and obtained degrees from Southern Connecticut State University and the University of New Hampshire.

Due to unusual circumstances, Peter home-schooled his own children. After they went off to college, they advised him to become a teacher. "As improbable as it seemed to me, here I am," says Peter. He currently is teaching Precalculus, College Algebra, and Intermediate Algebra. During the summer, he is scheduled to teach Calculus II and Norwalk's new Linear Algebra course. "I have thoroughly enjoyed my experiences here at Norwalk Community College and have found my peers to be incomparable. I hope to have a 40-year career! (You do the math! ☺)

New "kid" on the block

Deborah Litwinko was recently hired at Naugatuck Valley Community College. Born, raised, and educated in Connecticut, Debbie is a product of our community college system. Starting with a Word Processing Certificate and an A.S. degree from Tunxis, she went on to obtain a B.S. in Math Education and an M.A. in Mathematics from Central Connecticut State University. With energy abound, the former Middletown High School teacher taught adjunct classes at Manchester Community College and Central Connecticut State University. She tutored in the CCSU and Tunxis Tutoring Centers, hoping that some day she would be able to teach in our community college system.

In May 2004, Debbie Litwinko was hired to teach a variety of courses and to supervise the Math Lab. A dream come true for everyone!

Man of Many Interests

Simmie Nichols, a dynamic, result-oriented professional, grew up in the South where he received a B.S. in Allied Health Sciences from Albany State College in Albany, Georgia. He was also educated in Michigan, where he has spent much of his adult life; he received his M.A. in Teaching Mathematics and completed the Teacher Certification Program with a major in Mathematics at the University of Detroit Mercy.

With experience in public school teaching and counseling, Simmie transitioned to college teaching in Michigan, prior to being hired into the Developmental Mathematics

Department at Housatonic Community College. An energetic motivator and excellent communicator, he guides, inspires, and promotes improvement for individual growth.

In his spare time, Simmie enjoys traveling and sports, especially jogging. He hopes and has plans to further his education. “I’m curious about where mathematics can take me, but also have other educational/academic interests (business and law).” Simmie is also actively engaged with the Center for Teaching and is learning to use Vista. In his own words, “I want students to be able to say ‘I got it’ when they leave my classroom, and know they have the ability to reach their full potential.”

Who says adjunct faculty don’t get full-time positions?

Rachael Schettenhelm joined the Math/Science Department at Gateway this Fall having been an adjunct there since 2001. She has been teaching developmental math courses at Southern Connecticut State University since 1991 and participated in a unique program for students with learning disabilities at Southern. This program has been very successful in giving the students the confidence and support they need to fulfill their college mathematics requirements. Rachael hopes to build on the experiences gained in the CSU system to serve the needs of Gateway students.

At SCSU, Rachael was hired by the Disability Resource Center (DRC) to teach a section of developmental mathematics reserved solely for students with learning disabilities in mathematics. The designated section was supported by the DRC by having class sizes limited to 17, and provided a note-taker and one-on-one tutoring sessions. In order to register for the course, students must sign a contract agreeing to regular attendance, homework completion, and tutoring, should their grade drop below a C.

Rachael, along with Suzanne Tucker, the Director of the Disability Resource Center, presented workshops on "Alternatives to Mathematics Substitutions for Students with Learning Disabilities at the College Level," at the Association of Higher Education and Disability (AHEAD) Conference in Las Vegas in 1998 and at the Postsecondary Disability Training Institute at the Neag School of Education of the University of Connecticut in Mystic, CT in 2003. Both were well received as colleges across the nation struggle to assist students in meeting their college math requirements.

With a B.S. in Mathematics Education from Michigan State University, and an M.S. in Math Ed from the University of Toledo, Ohio, this former high school math teacher moved to Connecticut with her pastor husband and twin sons who love math too!

Aerospace Engineer gets grounded in education

After spending her formative years in the South, Washington D.C. was the furthest north that **Jane Wampler** lived, but that was before she was hired to teach developmental math courses at Housatonic Community College.

With a B.S. in Mechanical and Aerospace Engineering from the University of Alabama Huntsville, a B.S. in Mathematics Education from Louisiana Tech University, an M.S. in Mathematics from Louisiana Tech, and courses towards her doctorate at Louisiana State University, Jane taught at various high schools and universities. She was awarded LATM (Louisiana Association of Teachers of Mathematics) Outstanding University Mathematics Teacher of the Year, an award for exceptional teaching performance and innovative contributions to mathematics in Louisiana. She was also awarded the Alpha Lambda Delta Freshman Honors Society Favorite Professor Award in the Spring of 2001 and 2003.

Jane has developed curriculum and given workshops for pre-service elementary education teachers in Louisiana, and hopes to be able to present workshops to in-service teachers about how to teach math to elementary school teachers in Connecticut.

Introducing…
Doctor Dorothy Libron-Green

Last spring the Naugatuck Valley Community College Math/Science Division proudly celebrated a milestone for Dorothy Libron-Green. For two years she drove to Providence, Rhode Island every other weekend (including Friday nights and all day Saturday) to meet with members of her cohort in higher education. She completed her coursework, wrote and defended her dissertation, and was awarded a Doctoral of Education Degree in Educational Leadership with a concentration in higher education from Johnson & Wales University. Dr. Libron-Green's dissertation, "Awareness and Utilization of Support Services by Internet-Based Learners," investigated the awareness of institutional support services by students enrolled in Internet-based classes.

In addition to this terminal degree, Dr. Libron-Green holds degrees in mathematics and mathematics education from Virginia State University. Professor Libron-Green has served as department chairperson at Naugatuck Valley Community College and J. Sargeant Reynolds Community College in Richmond, Virginia.

Professor Libron-Green teaches campus-based "C" sections and online sections of algebra and statistics. She is an active participant in the Center for Teaching and is the Advisor for the Bible Society. As a revered and respected colleague in the Mathematics Department, we say, "Congratulations, Dr. Dorothy Libron-Green!"

And how was your day, Dear?

2 cups of coffee

When things in your life seem almost too much to handle, when 24 hours in a day are not enough, remember the mayonnaise jar...and the 2 cups of coffee...

A professor stood before his philosophy class and had some items in front of him. When the class began, wordlessly, he picked up a very large and empty mayonnaise jar and proceeded to fill it with golf balls. He then asked the students if the jar was full.

They agreed that it was. The professor then picked up a box of pebbles and poured them into the jar. He shook the jar lightly. The pebbles rolled into the open areas between the golf balls. He then asked the students again if the jar was full. They agreed it was. The professor next picked up a box of sand and poured it into the jar. Of course, the sand filled up everything else. He asked once more if the jar was full. The students responded with a unanimous "yes."

The professor then produced two cups of coffee from under the table and poured the entire contents into the jar, effectively filling the empty space between the sand. The students laughed.

"Now," said the professor, as the laughter subsided, "I want you to recognize that this jar represents your life. The golf balls are the important things—your God, family, your children, your health, your friends, and your favorite passions—things that if everything else was lost and only they remained, your life would still be full. The pebbles are the other things that matter, like your job, your house, and your car.
The sand is everything else—the small stuff. If you put the sand into the jar first," he continued, "there is no room for the pebbles or the golf balls. The same goes for life. If you spend all your time and energy on the small stuff, you will never room for the things that are important to you."

"Pay attention to the things that are critical to your happiness. Take time to get medical checkups. Take your partner out to dinner. Play another 18. There will always be time to clean the house and fix the disposal. Take care of the golf balls first, the things that really matter. Set your priorities. The rest is just sand."

One of the students raised her hand and inquired what the coffee represented. The professor smiled. "I'm glad you asked. It just goes to show you that no matter how full your life may seem, there's always room for a couple of cups of coffee with a friend."

Please share this with someone you care about. We just did.

STRESSED is
DESSERTS
spelled backwards

A typical day in the life of a MATYCONN Member

In addition to the regular routine, here's what some Matyconn members have been up to…

Kathy Herron and her husband, Bob, adopted their daughter, Lily, in China in August 2004. Although Kathy is on parental leave from Capital CC this year, members of the Math Issues Committee were treated to a brief visit with Lily in February—

NVCC's Dorothy Cavanaugh and her husband enjoyed 80° weather in West Palm during the winter break.

Sandy Pettinico, NVCC, at Math Counts — Did this student win or lose the competition?

One of the Newsletter's coeditors (unnamed) built an intricate stone arch while hiking on the Appalachian Trail! (Well, maybe she took a picture of a stone arch on the AT…)

And this gives a new meaning to casual Friday…

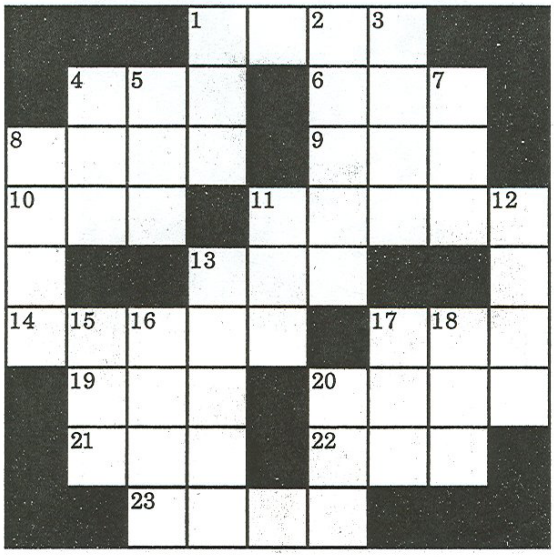
Figure Logic 5

ACROSS

1. Twice 6-Across times 19-Across times 4-Down divided by 12-Down
4. 20-Across minus 8-Down
6. Ten times 13-Down divided by three times 4-Down
8. 3-Down plus one-quarter of 17-Down
9. 3-Down minus 15-Down
10. 22-Across minus one-third of 13-Across
11. Square of 13-Across
13. Last three digits of 1-Across rearranged
14. 13-Across times 15-Down
17. 22-Across plus half of 18-Down
19. Twice 17-Down plus four times 20-Down
20. 11-Across minus 13-Down
21. Twice 13-Across plus half of 17-Down
22. One tenth of 20-Across
23. Nine times 21-Across times 11-Down divided by 22-Across

DOWN

1. 9-Across plus one-sixth of 18-Down
2. 11-Across times 6-Across divided by 20-Down
3. One-ninth of 11-Across
4. Five-fourths of 17-Across
5. Three times 4-Across
7. Twice the sum of 13-Across and 21-Across
8. Three-fourths of 17-Down times 1-Down divided by 22-Across
11. Twice 13-Across minus 20-Down
12. Eighty times 20-Down
13. Square of 20-Down
15. 6-Across times 17-Down divided by the difference between 6-Across and 20-Down
16. One-quarter of 17-Across times 10-Across
17. One hundred more than 18-Down
18. Two-thirds of 17-Across
20. 18-Down minus one-tenth of 4-Down



YOUR AGE BY CHOCOLATE MATH

It takes less than a minute..... Work this out as you read.

1. First of all, pick the number of times a week that you would like to have chocolate (More than once but less than 10)
2. Multiply this number by 2 (Just to be bold)
3. Add 5 (For Sunday)
4. Multiply it by 50; I'll wait while you get the calculator.....
5. If you have already had your birthday this year add 1755. If you haven't, add 1754.
6. Now subtract the four digit year that you were born. You should have a three digit number.

   The first digit of this was your original number (i.e., how many times you want to have chocolate each week).

   The next two numbers are…YOUR AGE! (Oh YES, it is!!!!!)

THIS IS THE ONLY YEAR (2005) IT WILL EVER WORK,
SO SPREAD IT AROUND WHILE IT LASTS.

From a strictly mathematical viewpoint it goes like this:

What makes 100%? What does it mean to give MORE than 100%? Ever wonder about those people who say they are giving more than 100%?

Here's a little mathematical formula that might help you answer these questions:

If

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Is represented as

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

Then K - N - O - W - L - E - D - G - E =
11 + 14 +15 + 23 + 12 + 5 + 4 + 7 + 5 = 96%

And H - A - R - D - W - O - R - K =
8 + 1 + 18 + 4 + 23 + 15 + 18 + 11 = 98%

And A - T - T - I - T - U - D – E =
1 + 20 + 20 + 9 + 20 + 21 + 4 + 5 = 100%

But P - E - R - S - E - V - E - R - A - N - C - E is
16 + 5 + 18 + 19 + 5 + 22 + 5 + 18 + 1 + 14 + 3 + 5 = 131%

So, one can conclude with mathematical certainty that while Knowledge and Hard Work will get you close, and Attitude will get you there, it's Perseverance that will put you over the top.

What's the best math related book you've read recently?

Although no one submitted a "best math related book," this wins "best passage." It's from *All I Really Need to Know I learned in Kindergarten: Uncommon Thoughts on Common Things*, by Robert Fulghum

Submitted by Nancy Bell, Math/Science Secretary, NVCC

EVER SEEN AN ABACUS? You know, those centipedelike things with wooden beads in rows. They're sold mostly in knickknack import shops, for wall decoration. But, in fact, an abacus is an adding machine, calculator, and computer. On second thought, that's not quite true. The abacus is just a visual record of the computations going on in the mind of the person using it.

Millions of people in Asia still use the abacus daily. And it has been in use there for a couple of thousand years of more. Not only is it an effective practical tool, but it is nice to look at. Nice to hold and touch. Wood and brass and ivory. And the older they get and the longer they are handled by a human being, the lovelier they get—smooth and dark and polished. They will last for a lifetime; they will never need updating; all the software needed to drive them is between your ears; and if they break they can be fixed by an eight-year-old with household tools.

The presence of the abacus puts some kinds of progress in perspective. I remember a time when a Japanese-American computer conglomerate moved into the Chinese market in a big way. In order to demonstrate the value of its small pocket calculators, it arranged a contest. The great abacus-PC shoot-out. The guy who won—the one with the abacus, of course—was named Chan Kai Kit. Hong Kong Chinese—a senior clerk for a chipping company. It is true that the operator of the little computer did handle the pile of invoices forty-four seconds faster than Chan Kai Kit and his abacus. But the computer got the wrong answer. Seems the machine operator was in too big a hurry to prove how smart his machine was and fed it fuzzy facts. Much face was lost.

Now don't get me wrong. Pocket calculators are here to stay, and they have their place. A Luddite I am not—machines are not evil in themselves. And a careful, thoughtful man like Chan Kai Kit might do even better with his own pocket calculator instead of his abacus—who knows? It's just that I'm a sentimentalist about the wonders of the human hand and mind. And when I find evidence that it can still hold its own in the face of the wizardry of the electronic circuitry of little chips, I am pleased. It is comforting to know that some very old and very simple ways of getting from one place to another still work.

And I ponder the fact that an ancient and worn abacus will find its way to the walls of the twentieth century as a thing of art and wonder, made lovely by its usefulness and made useful by its beauty. I have an old wooden bowl and an elderly chopping knife I would stack up against a food processor any day. It's the same story.

Here ye, Hear ye!!

We want you to know the winners of the 15th Annual Math Contest,

held on Saturday, April 9

On April 9, 2005, students from two-year colleges across the state had the opportunity to participate in MATYCONN's 15th Annual Math Contest. Every Math Department within the Community College system has been encouraged to participate and support this annual event!

The mathematics content included in the contest is through the Intermediate Algebra level. Problems included applications, geometry, logic, basic statistics, quadratic equations, etc. Students needed to think critically, and advanced students might not have an advantage. Students needed to solve twenty questions (worth from 1 to 3 points each) in two hours, so time was a factor. All answers had to be complete, with proper units or labels (no partial credit); calculators were allowed.

Each participating campus contributed $50 (sent to Bob Lynott, MATYCONN Treasurer) towards system prizes. MATYCONN, as the sponsoring organization, also contributed. System-wide, plaques will be given to the top winners. In addition, each campus was encouraged to give local prizes to their winners, including cash awards and certificates.

System-wide contact people for the 15th Annual Math Contest included Don Cronan (Asnuntuck), Kathy Herron (Capital), Miguel Garcia (Gateway), Mark Leach (Housatonic). Mike Robillard (Manchester), Steve Krevisky (Middlesex), Bob Lynott (Naugatuck Valley), Keith Adams (Northwestern), Richard Anastasio and Peter Daupern (Norwalk), Slav Sharapov (Quinebaug Valley), Larisa Alikhanova (Three Rivers), and Jean-Mark Cenet (Tunxis).

CONGRATULATIONS to this year's winners, whose names will be announced at the Spring MATYCONN Meeting!

FOR MORE INFORMATION ABOUT HOW TO HELP NEXT TIME AROUND,

or to contribute a problem or two, please contact Steve Krevisky at Middlesex Community College, (860) 343-5792, SKrevisky@mxcc.commnet.edu.

MATYCONN Nominating Committee's

PROPOSED SLATE OF OFFICERS for the 2005-2006 Academic Year

Voting will take place at the April 29, 2005, Meeting at Gateway Community College, North Haven Campus

President:	Joe Karnowski (Norwalk)
	Write-in _____
Vice President:	Mark Leach (Housatonic)
	Write-in _____
Secretary:	Betsey Doane (Housatonic)
	Write-in _____
Treasurer:	Deb Litwinko (Naugatuck Valley)
	Write-in _____
Membership Chair:	Jana Sime (Manchester)
	Write-in _____
Math Contest Coordinator:	Steve Krevisky (Middlesex)
	Write-in _____
Minority Scholarship Coordinator:	Larisa Alikhanova (Three Rivers)
	Write-in _____
Newsletter Editor:	Bonnie Simon and Elaine Dinto (Naugatuck Valley)
	Write-in _____
Webmaster:	Elaine Dinto (Naugatuck Valley)
	Write-in _____

MATHEMATICAL ASSOCIATION OF TWO YEAR COLLEGES OF CONNECTICUT

(MATYCONN)
http://www.nv3.commnet.edu/matyconn

MEMBERSHIP APPLICATION

_____
First Name **Middle Initial** **Last Name**

_____(_____)_____(_____)_____
College **College Phone** **College Fax**

_____
College Street Address **E-Mail**

_____
City **State** **Zip Code**

_____(_____)_____
Residence Street Address **Phone**

_____
City **State** **Zip Code**

____ Check here if you do NOT want to be listed in the MATYCONN Membership Directory.
____ Check here if you do NOT want your college information to be listed on the MATYCONN website.

*** Membership Fees:**

_____ $10 Yearly membership for full-time department members

_____ $18 Two-year membership

_____ $5 Yearly membership for adjuncts and students

_____ $9 Two-year membership for adjuncts and students

_____ Contribution to the MATYCONN Scholarship Fund

_____ $60 AMATYC yearly membership: includes one subscription to The AMATYC Review and the AMATYC News

_____ I am currently a member of AMATYC.

_____ Total Enclosed

*** Effective May 18, 1995, by a vote of the MATYCONN Executive Board, if you overpay your MATYCONN dues the extra money will automatically go into the MATYCONN Scholarship Fund.**

Please mail this completed form and a check payable to MATYCONN to
Robert Lynott, Math Department, Naugatuck Valley Community College,
750 Chase Parkway, Waterbury, CT 06708

AMATYC MEMBERSHIP APPLICATION

First Name **Middle Initial** **Last Name** **Position**

College

College Address **Phone**

City **State** **Zip**

Residence Address **Phone**

City **State** **Zip**

Email

Indicate preferred mailing address: ❒College ❒Residence

❒ **Check here if you wish your name to be excluded from the AMATYC Directory.**
❒ **Check here if you wish your name to be excluded from any non-AMATYC mailing lists.**

Regular Membership Categories: These memberships include *The AMATYC Review* and the *AMATYC News*. **Summary**

❒ **Individual Membership**
  ❒ **$60 for 1 year** ❒ **$115 for 2 years** ❒ **$170 for 3 years** ❒ **$1,200 for Life Membership**
❒ **$10 Yearly Associate Membership (full-time student, non-voting member)**
  Name of AMATYC sponsor _____
NOTE: Institutional Membership information available upon request. **$**_____

Special Membership Categories: (Full-time mathematics faculty excluded) Special Membership categories DO NOT include *The AMATYC Review*, membership drive information, voting rights, or eligibility for AMATYC office.

❒ **$30 Yearly Retired Membership** ❒ **$30 Yearly Adjunct Faculty** **$**_____

The following journals are available for an additional charge:
(Subscription(s) may be for up to the same number of years as your AMATYC membership.)

❒ ***Mathematics and Computer Education* (3 issues per year)**
  ❒ **$24 for 1 year** ❒ **$45 for 2 years** ❒ **$65 for 3 years** **$**_____
❒ ***The College Mathematics Journal* (5 issues per year)**
  ❒ **$55 for 1 year** ❒ **$110 for 2 years** ❒ **$165 for 3 years** **$**_____
❒ ***PRIMUS*** [Problems, Resources, and Issues in Mathematics Undergraduate Studies] **(4 issues per year)**
  ❒ **$32 for 1 year** ❒ **$64 for 2 years** ❒ **$96 for 3 years** **$**_____

Voluntary Donations:

❒ **AMATYC Foundation $**_____ **$**_____
❒ **AMATYC *Crossroads* Revision Project**
  ❒ **$10 (suggested)** ❒ **Other $**_____ **$**_____

All payments in U.S. funds payable to AMATYC **Total Amount Enclosed** **$**_____

❒**Check #**_____ ❒**Visa** ❒**Mastercard** ❒**Discover**

Credit Card #_____ **Signature**_____

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How did you learn about AMATYC?

❒ **Colleague** ❒ **Supervisor** ❒ **Conference Announcement** ❒ **Affiliate Meeting**
❒ **Summer Institute** ❒ ***Crossroads*** ❒ **The *AMATYC News*** ❒ ***The AMATYC Review***
❒ **Other, please specify**_____

OPTIONAL DEMOGRAPHIC INFORMATION (Please check one in each category):

Ethnicity/Race (multiple selections may be appropriate)
❒**Hispanic or Latino ethnicity**
❒**American Indian or Alaskan Native**
❒**Asian**
❒**Black or African American**
❒**Native Hawaiian or Other Pacific Islander**
❒**White**
❒**Other**

Gender
❒**Female**
❒**Male**

Institution (please select one only)
❒**Two-Year College**
❒**Four-Year College**
❒**Other, please specify**_____

Mail Completed Application and Payment To:

AMATYC Office
Southwest Tennessee CC
5983 Macon Cove
Memphis, TN 38134
Phone: 901.333.4643 Fax: 901.333.4651
Email: amatyc@amatyc.org Website: www.amatyc.org