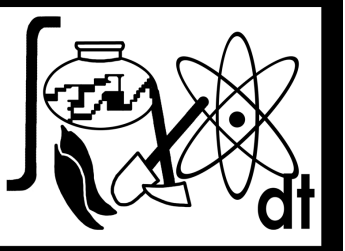
New Mexico Mathematical Association



of Two-Year Colleges

NMMATYC News

March 6, 2012

Volume 25 **Issue 1**

2010-2011 NMMATYC Board

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New Mexico Mathematical Association of Two-Year Colleges

New Mexico Mathematical Association of Two-Year Colleges

NMMATYC News

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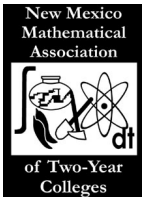

Inside this issue:

President's Message

Ali Ahmad

Greetings,

I hope you are having a wonderful spring semester. The annual 23rd NMMATYC conference will take place at Dona Ana Community College in Las Cruces. The conference will be on Friday and Saturday, May 18th and 19th. Please come and share ideas and network with fellow faculty. Information about this conference will be available soon at http://nm.matyc.org.

At this conference we will honor several faculty and students: The David Lovelock Teaching Excellence Award, the Professional Development Award, the Michelle Jimenez Scholarship, the Vicki Froehlich Scholarship, and the Student Mathematics League top participants. Please be sure to send your nominations and to encourage your students to apply. Information is available on our website http://nm.matyc.org.

By the end of this conference Phillip Kaatz will be taking over as President. At the same time we will introduce the new NMMATYC President-Elect, Treasurer and Secretary.

I look forward to seeing all of you at the conference in Las Cruces.

Best wishes,
Ali Ahmad

NMMATYC Student Scholarships

NMMATYC is an organization that not only serves the needs of New Mexico and El Paso mathematics educators but also recognizes outstanding students who plan to pursue careers based on mathematics. We recognize these outstanding students by awarding two scholarships each year at our annual conference. The Michelle Jimenez Memorial Scholarship is funded and presented jointly by the family of Michelle Jimenez and NMMATYC and is for students who require a large amount of mathematics in their choice of careers. The Vicki Froehlich Memorial Scholarship is funded by NMMATYC and is for students pursuing a career in teaching, with an emphasis in mathematics, at the elementary or secondary school level.

To be eligible for one or both of the scholarships students must have completed a minimum of 12 credit hours of which 6 credit hours must be from a New Mexico or El Paso two-year college. Students must also have at least a 3.2 GPA overall and a 3.5 GPA in all math classes. For the Michelle Jimenez Memorial Scholarship, at least two of the following courses must have been completed prior to the application deadline: Trigonometry, Pre-Calculus, Statistics, Calculus I, Business Calculus, or any mathematics course for which one of the listed courses is a prerequisite. For the Vicki Froehlich Memorial Scholarship, at least three of the following courses must have been completed prior to the application deadline: Math for Elementary Teachers I, Math for Elementary Teachers II, Pre-Calculus, College Algebra, Trigonometry, Statistics, Calculus I or any mathematics course for which one of the listed courses is a prerequisite.

The recipients of the scholarships may use the awards to further their education in any way they feel appropriate with the stipulation that each write a short article for publication in the NMMATYC News explaining how the award benefited them. The recipients are invited to attend the annual NMMATYC Conference to receive their award and are given small stipends to help defray expenses.

Please encourage outstanding students to apply for one or both scholarships. The current application forms and lists of other required materials may be obtained from the NMMATYC website at http://nm.matyc.org. The deadline to apply for both 2012-2013 scholarships is April 6th, 2012. Flyers suitable for posting in offices and classrooms are also available on the website.

Scholarship questions may be directed to Mary Caffey, Nominations Committee Chair, at mary.caffey@clovis.edu.

The NMMATYC David Lovelock Teaching Excellence Award

NMMATYC established the David Lovelock Teaching Excellence Award in 1998 to honor educators who have made outstanding contributions to mathematics at the two-year college level. The award is presented at the annual conference.

The award is named for Professor David Lovelock from the University of Arizona. During his thirty years at the University of Arizona, Dr. Lovelock made significant contributions to the development and improvement of mathematics instruction. He was instrumental in introducing educational software into the mathematics curriculum. He is the creator of the *Are You Ready?* software series, author/co-author of the Arizona Mathematical Software programs, and helped design the state-of-the-art computer classrooms at the University of Arizona.

During his tenure at the University of Arizona, Dr. Lovelock presented several workshops in New Mexico and for NMMATYC. He also helped various mathematics instructors within the state apply for grants. In appreciation for his contributions to mathematics instruction in our state, NMMATYC named a teaching excellence award in his honor.

Past recipients of the award include Peter Steinbach (TVI, 1998), Bette Berry (NMSU-A, 1998), Eleanor Barber (EPCC, 2000), Sinnathamby Pankayatselvan (DACC, 2002), Roberta Himebrook (NMSU-A, 2004), Linda Martin (CNM, 2006), Paul Mason (DACC, 2010), and Lucy Gurrola (DACC, 2011).

Nominations for the 2012 award will be taken until April 6th. The qualifications and nomination form are available at http://nm.matyc.org. For additional information, contact Mary Caffey, Nominations Committee Chair, at mary.caffey@clovis.edu.

New Mexico Mathematical Association of Two-Year Colleges

NMMATYC ELECTIONS BEGIN IN APRIL

New Election Procedure

We're going electronic! For the first time, NMMATYC Board elections will be held online using Survey Monkey. Members should look for an email from Survey Monkey on April 2nd that contains the electronic ballot. Online voting will remain open until April 30th. Philip Kaatz at Mesalands will be monitoring this project. Philip may be reached at philipk@mesalands.edu.

Professional Development Funds Available

Through an anonymous donation made to NMMATYC several years ago, financial support of up to $300 is available each year to help cover expenses for a NMMATYC member to attend a regional or national conference, workshop or other professional development activity. Consider using the money to attend this year's NMMATYC Conference in Las Cruces on May 18th and 19th. An application is available at http://nm.matyc.org. For additional information, contact Ali Ahmad, NMMATYC President, at aahmad@nmsu.edu. The deadline to apply for this year's funds is April 6th, 2012.

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President - Elect Nominee:

Diana Orrantia

Hello, my name is Diana Orrantia. I am running for President-Elect of NMMATYC. If elected, I commit to maintain all the wonderful services and opportunities that NMMATYC provides such as scholarships, our well attended annual conference, as well as closer involvement with our parent AMATYC. I will strive to increase our membership and have members more involved on a state level.

Let me give you a little background on me now. I am an Associate Math Professor at El Paso Community College-Transmountain Campus in El Paso, Texas and the Developmental Math Specialist for the EPCC district. My current duties include teaching both developmental and credit level math, coordinating the EPCC Math Emporium (which received the Innovators Award from NISOD in 2011) at the Transmountain campus, co-chairing the Developmental Math Committee at EPCC, chairing the higher education math component on the Pathways Project (a THECB initiative),and membership on the Developmental Education Council at EPCC. My affiliations with organizations include membership in NMMATYC and AMATYC as well as serve as Secretary to the NMMATYC board for the last 6 years. I received my BBA in May of 1988 from UTEP (University of Texas at El Paso) and my MEd in May of 2001 from NMSU (New Mexico State University in Las Cruces, NM). My hobbies include dancing, singing, playing piano, playing board games and puzzles, watching movies, enjoying the outdoors, and most of all loving my children who are a joy and a blessing.

Please consider voting for me as your next President-Elect. I will do my utmost best for you!

Treasurer Nominee:

Rachel Williams

My name is Rachel Williams. I am running to be elected for Treasurer of NMMATYC for the next two-year term.
Currently, I am an assistant professor of mathematics at San Juan College in Farmington, NM where I have taught developmental and college level math courses for nearly eleven years. I have held positions of lead instructor and math department chair as well.
I have a deep passion for all faculty teaching mathematics, especially at the community college level. Why? Because it gives us the unique opportunity to transform the lives of our students including those who are not even sure that they are college material. This passion is born from my own personal experience as a former community college student. I am so grateful to my former instructors who helped me transform my life and gave me the courage to pursue my education. As a result, I welcome the opportunity to serve you in the capacity of Treasurer of NMMATYC.

Secretary Nominee:

Melinda Camarillo

My name is Melinda R. Camarillo and I am running for secretary of NMMATYC. I am an Assistant Professor of Mathematics at the Transmountain Campus of El Paso Community College. Although I have been teaching here for the past 8 years, I am just completing my 2nd year as a full time, tenure track instructor. I have taught all of the developmental math courses here at EPCC including our Math Emporium courses, as well as some of our College Algebra courses, Pre-Calculus, and a Math for Future Teachers course. When I am not teaching, I am usually working on setting up activities or events for our local chapter of Mu Alpha Theta, which is a nationally recognized mathematics honor society for high school and two-year college students. I have been the sponsor of Mu Alpha Theta for the past 3 years and our members are made up of college students as well as Early College High School students.

I have been a member of NMMATYC since I started teaching at EPCC and I have attended the annual conference almost every year since. I have also presented workshops on various topics throughout the years at these conferences. Some of my math students from EPCC have also attended NMMATYC conferences because they have been presented with scholarships from the organization! I really enjoy being a part of NMMATYC because, not only have I been able to get to know all the beautiful parts of New Mexico by travelling to the various conferences, but I have also been able to meet many wonderful instructors from across the state! NMMATYC is a great group to be a part of and I am ready to step up and take on a more active role. I know that I will do a great job as secretary if given the chance because I am a very detailed, organized person and I am good at record keeping and taking notes. I have gained so much from all my years of membership in NMMATYC and I hope to be able to give back to this group by serving as secretary. I look forward to taking on this new role as secretary if elected!

A Message from Kate Kozac

AMATYC Vice President for the Southwest Region

I want to introduce myself to you. I am Kathryn (Kate) Kozak and I am the new AMATYC Vice President for the Southwest Region. I am so excited about holding this office, because of what a great region the Southwest Region is. This region has already hosted a regional meeting once, and is now proposing hosting another one. Most regional meetings are hosted by one affiliate, but in the Southwest Region, all of the affiliates worked together on the last one, and are planning on working together on the next one. Thank you for all the work that each of you do for your affiliate and this region.

I hope that all of you are members of the American Mathematical Association of Two-Year colleges (AMATYC), but if you are not, that you consider becoming one! I would like to make you aware of some of the activities that you may participate in as an AMATYC member. The Annual AMATYC Conference, a series of webinars and the AMATYC committees offer many opportunities for you to advance your mathematical knowledge and network with your peers across the United States and Canada. In addition, AMATYC members receive the *AMATYC News* and *MathAMATYC Educator* publications during the year.

If possible, please join me in Jacksonville, Florida for the 38th Annual AMATYC Conference to be held November 8-11. More information is available on the AMATYC website, www.amatyc.org. The theme of this year's conference is *River-of-Knowledge, Ocean-of-Dreams* and is sure to offer many opportunities for professional development and networking. This year AMATYC has offered a scholarship to each affiliate to offer financial support to a faculty member who has not yet attended an AMATYC conference. I hope to see each of you there.

AMATYC has begun a series of free webinars for its members. The first webinar was offered in February 2011 and was entitled *Unleash the Power of Your Tablet PC* presented by AMATYC member Fred Feldon. Other webinars on topics of Action Research, Sequence Convergence, Statway and Quantway, Mathematics of Video Games, Wolfram Alpha, The Common Core, Teaching Developmental Mathematics, and Making Calculus Come Alive have been offered and captured for future viewing. If you missed any of these webinars, you can find them on YouTube by going to www.amatyc.org/publications/webinars/index.html and clicking on the appropriate link. Watch your email for future attractions!

AMATYC has 9 committees: Developmental Mathematics, Division/Department Issues, Innovative Teaching and Learning, Mathematics for AAS Programs, Statistics, Mathematics Intensive/College Mathematics, Placement/Assessment, Teacher Preparation, and Research in mathematics Education for Two-Year Colleges. Although the committees meet annually in person at the AMATYC conference, they do most of their work during the year through emails, websites, and Google groups. If one of these areas is of particular interest to you, read more about the committees at www.amatyc.org/committees/index.htm. Contact information for each committee chair is listed on the website.

AMATYC offered two publications to its members: the *MathAMATYC Educator* and the *AMATYC News*. The *MathAMATYC Educator* is a referred publication of AMATYC. Abstracts of the articles in past issues of the *MathAMATYC Educator* can be found at www.amatyc.org/publications/mathamatyceducator/index.html. The AMATYC News contains articles on teaching, activities used in the classroom, results of grants and hints to help mathematics faculty spend their professional time more productively. An archive of past newsletter articles can be found at www.amatyc.org/publications/AMATYC-News/index.htm. AMATYC welcomes articles for each of these publications. If you have an article of interest, please be sure to submit it following guidelines available on the web.


AMATYC NEWS

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Outdoor Activities in Austin

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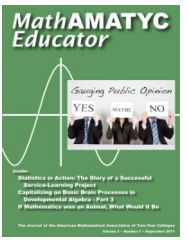

If you are already a member of AMATYC, you are well aware of what AMATYC has to offer. If you are not yet a member, I encourage you to visit the website at www.amatyc.org/ and become a member. Please let me know if there is anything I can do for you. I hope to see you in Jacksonville!

New Mexico Mathematical Association of Two-Year Colleges

Combining Team-Based Learning with Random Sampling to gather Learning Performance Data Provides Improved Completion Rates

By John S. Patrick

By combining tools from Team-Based Learning with weekly random sample testing to measure learning progress course completion rates were close to 100%. This approach was applied to a developmental math course, DM114, at Sunland Park, DACC/NMSU fall of 2011. Here are the results. Of the 22 students (one student left the class) 21 students completed the four-semester hour course with 20 students passing. That is a 90% pass rate. For a grade of C or better it would have been 73%. A typical pass rate would have been about 60% for DACC/NMSU developmental math courses.

Here is why this is important. An article in the American Teacher, "Diploma to Nowhere" in December 2008 reported that between 2.3 and 2.9 Billion dollars a year are spent on remedial programs in four and two year colleges annually. That works out to be about $2000 per student in two-year colleges and $2500 per student in four-year colleges. Education is expensive. With a national pass rate of about 50% for developmental courses a lot of money is being wasted. In the course given this fall just two more students completing the course would pay for the instructor. Second there is a shortage of students with strong math skills. Entrance into technical and science courses requires this skill. We desperately need math literate students. There is a shortage.

Here is what was done differently. First, by sampling learning objectives randomly each week, mastery of learning objectives could be closely watched and when weakness were reveled action could be taken. Sampling provides a foundation for tracking class learning progress, based on mastery and highlighted individual objective mastery. Second, by using Team-Based Learning students are not only taking more ownership of the course, in addition, students are organized to help with statistically processing data arrived from the weekly objective mastery sampling program. This makes the approach practical. Students are able to report successes as they are achieved. This builds on internal motivation rather than external, a psychology, which builds long-term learning. The goal of a developmental course is success in follow-on course not just end of course results.

The sampling program is built as follows: sample testing is conducted weekly, students process the data collected, and results are displayed on a bar chart known as the "L to J" curve as described by Lee Jenkins in his text, see 'Improving Student Learning' by Jenkins, page 148. A list of 20 to 40 behavioral objectives needs to be developed for the course. We use 24 objectives. The number of items on each sample test it the square root of the total number of objectives. Test given at the start of the course should expect a zero score. Objectives have not been worked on in class. As the course progresses more frequent mastery needs to be observed. If not, study the data and take action.

New Mexico Mathematical Association of Two-Year Colleges

Data is displayed in three ways: the class L to J curve, Pareto chart for objective mastery, and each student maintains a statistical tracking chart for his or her test performance. Students are responsible for taking action when objectives are not mastered. A student is able to describe in detail actions needing to be taken for mastery. Students also tack when objectives are mastered. When students fail to master an objective they are to conduct a failure mode analysis to develop a plan of action. 80% mastery is required to pass the course. One fifth of the course grade is based on student ability to use and maintain objective mastery data. The first week of the course is devoted to training students to function in teams and to be able to process and use statistical data.

The second half of the redesign of DM114 is the application of team based learning. Much of the format used was obtained from attending a Teaching Academy (NMSU) workshop last June. The program was based on the text, "Team-Based Learning" by Michaelsen, Knight, and Fink. If you can read German, read an original work "Team-Kleigruppen-Modell, Koln-Holweide: Theorie und Praxis" by Peter Lang also in Educational Leadership, Dec 89/Jan 90 page 46. Studying the German references will remove many team and group stereotypes applied in the classroom today.

What was used? From team-Based Learning each class was started with a two-question quiz, first completed by the student, graded then the team would complete the test. Teams and students would receive the grades. Second a review would be provided on past lessons paired with the present lesson lasting 15 to 25 minutes of the two hour class period, third teams would work on the assignments and last a preview of the next class is given along with any other assignments. It was a consistent structure. Every other class period the 15-minute sample test, timed (five questions) is administered and processed. This greatly improved attendance.

A unique approach to this mix is a 'non-destructive' grading approach to managing the class. Grades are only given during the last two weeks of the course. During the course all test results are for mapping further studying and class adjustments. Since mastery data is collected weekly, control of mastery is a reality. This is forward looking rather than rearward looking.

This mix of Team-Based Learning and data driven learning provides a means for students to better manage their learning. The result is long term learning outcome rather than short-term cram learning. Better completion rates save money and enable students to stay in school and on course to program completion. Students become highly motivated feel in control of their learning.

John S. Patrick
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New Mexico Mathematical Association of Two-Year Colleges

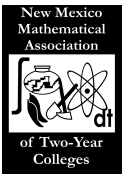
Letter from Michelle Jimenez Memorial Scholarship Awardee: Olga Saprycheva

I want to thank NMMATYC for giving me the opportunity to participate and win the Michelle Jimenez Memorial Scholarship in April 2011. In addition, I was able to go to the Math Conference in Roswell, NM in May, 2011, where I received the scholarship and was able to see workshops about some interesting topics in math, related disciplines, education, and technology. Also, I could talk with my professors more and ask questions. It was very rewarding experience for me.

Furthermore, I want to thank Michelle Jimenez's parents for funding the scholarship. The money went on buying a laptop for school, paying a part of my tuition, and buying textbooks for my classes. Education is very important to me. I am currently a sophomore majoring in computer science and planning to minor in math, and I am going to graduate from El Paso Community College in May. When I graduate from EPCC, I want to transfer to The University of Texas at Austin because they have one of the best programs for computer science in the country.

This semester, I am taking four credit classes. They are Local Government, Macroeconomics, Advanced Programming Using Java (Java III), and Introduction to C++. I am enjoying all of my classes and learning a lot. However, I think that Advanced Programming Java is the most challenging course for me right now because in addition to programming in Java, we need to analyze the complexity of our programs and make them run as fast as they can choosing not only our favorite programming algorithms but the most efficient ones for certain tasks. A C++ class extends my knowledge about programming languages. In Macroeconomics and Local Government classes, I learn where the problems in our today's economy originate, and it makes me, as a citizen of a country, think about possible solutions for them; besides, we learn how governments and the economy works. I also like that my Microeconomics class is online which gives me more flexibility with my schedule.

Equally important, I work at EPCC as math tutor at the Transmountain math emporium and at the Advanced Technology Center practicing computer and network support. I believe that the math emporium was a great idea for teaching developmental math classes. First of all, students have a chance to work in their own pace. If some students can study faster than it is scheduled for the course, they can complete even two courses during one semester; or if they do not complete the second course, they can at least start it and then continue next semester where they left off. Furthermore, if they can complete two courses during one semester, they pay only for one semester. On the other hand, if a student cannot keep up with the pace that is on the schedule for the course, they can do as much as possible during one semester, and then continue studying where they left off during next semester, instead of starting all over again like it is done in a face-to-face class. There is a special online program that includes an eBook, videos with lectures and explanations, PowerPoint files with notes from the lectures, homework assignments, and tests. Moreover, it is not like an online class, because there is always an instructor and one or two tutors in a classroom, and an instructor checks attendance. It gives students a chance to always ask questions and get help with their homework.



The S-STEM Program at EPCC

By Dr. Fariba Ansari

EPCC received a grant award of $270,000, of which $250,000 was designated for student scholarships. Sixty-seven EPCC STEM (Science, Technology, Engineering, Math) students have received these scholarships. Of these students, 25 graduated or transferred to a four-year institution. Another 15 were still enrolled at the end of the grant period and were on track to graduate/transfer. The EPCC success rate for scholarship students is higher than the national average. Without the STEM scholarships, many of the students would not have been able to continue their education.

With the growth of the medical industry in the Borderland, including the new Biomedical Center that will be part of the Texas Tech Medical Program, EPCC is developing a program with a slightly different focus than the STEM program. This program will develop scholarships for students majoring in Math, Engineering and Biological Sciences. This program hopes to provide the maximum support possible for two years to each of the thirty (30) students so that they can maintain full-time status at EPCC. Finances have caused many students, who have received scholarships in the past, to lose them because they had to fall below full-time status.

The proposed program will help to reduce or eliminate this concern for scholarship recipients, while also providing other program-specific supports to help students succeed in their coursework. It will strive to better track student outcomes and will provide valuable information on ongoing program modification to better reflect student needs. It will also track the reasons students leave the program, such as grades, enrollment status, drop out of EPCC, change from a STEM major or transfer to another institution. Further, the program will provide mentoring and enrichment activities for scholarship recipients to enable successful completion of required introductory science and math coursework and subsequent retention in the STEM major. Counseling will be available, as well as assistance and referral to tutoring, transfer services, career guidance and other services that the scholarship recipients may need.

Fariba Ansari
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New Mexico Mathematical Association of Two-Year Colleges

Please Excuse Dear Mom's Silly Antics
Another Look at Order of Operations

By Sharon MacKendrick

Many of our students come to us having learned the acronym PEMDAS, or "please excuse my dear aunt Sally" to help them learn the correct order of operations. As instructors, we emphasize that this means:

Parentheses

Exponents

Multiplication and Division, in order from left to right

Addition and Subtraction, in order from left to right

In spite of this emphasis, many of our students insist upon completing multiplication before division, and addition before subtraction. For example,
$72\div3x12\div4$ is incorrectly evaluated as $72\div36\div4=2\div4=0.5$ instead of $24x12\div4=288\div4=72$.

Another example:
$28-3+4-5$ is incorrectly evaluated as $28-7-5=21-5=16$ instead of $25+4-5=29-5=24$.

One of my colleagues several years ago suggested that a solution to this problem might be to change the acronym to PEDMSA. Admittedly, PEDMSA is more difficult to pronounce than PEMDAS, but look what happens if students using this acronym ignore the fact that multiplication and division have the same hierarchy, and that addition and subtraction have the same hierarchy. In other words, suppose that students complete all divisions before multiplications, and all additions before subtractions, and consider the examples above.

$72\div3x12\div4$ is evaluated as $24x3=72$, and
$28-3+4-5$ is evaluated as $25+(-1)=24$.

In both cases, we arrive at the correct answer. Am I just being one of those lucky students here, who stumbles upon the correct answer in a few isolated cases, or would this always work? You may try several examples of your own, and you may be convinced that it will always work. However, as we tell our students, a million examples will not necessarily constitute a proof. So, let's look at what is really happening here.

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I claim that, in a succession of multiplications and divisions, if we complete all divisions before all multiplications, we get the same result as if we complete them in order from left to right. The key is to re-write all divisions as multiplication by the inverse, so that a÷bxc÷d may be re-written as ax(1/b)xcx(1/d). Since multiplication is associative, we may re-group as

[ax(1/b)]x[cx(1/d)], or (a÷b)x(c÷d).

I also claim that, in a succession of additions and subtractions, if we complete all additions before all subtractions, we get the same result as if we complete them in order from left to right. Using a similar argument, re-write all subtractions as addition of the opposite, so that a-b+c-d may be re-written as a+(-b)+c+(-d). Since addition is associative, we may re-group as [a+(-b)]+[c+(-d)], or (a-b)+(c-d).
In order to avoid confusing our students, then, I am suggesting that we present the order of operations as follows:

Parentheses

Exponents

Division and Multiplication, in order from left to right

Subtraction and Addition, in order from left to right

The acronym, then, becomes to PEDMSA, or "Please Excuse Dear Mom's Silly Antics."

Sharon MacKendrick
NMSU-Grants (retired)
smackand@nmsu.edu

New Mexico Mathematical Association of Two-Year Colleges

Conference Time!
"Celebrating 100 Years of New Mexico with Centuries of Mathematics"
Join us for the NMMATYC Conference
May 18th & 19th
Hosted by Dona Ana Community College in Las Cruces

Presenter/presider forms and registration & hotel information is available on NMMATYC's new website (http://www.nm.matyc.org/)

You can also contact conference co-chairs for additional information:
Suzanne Hill at suhill@nmsu.edu
John Telles at jotelles@nmsu.edu

Peer presentations are what make our conference worthwhile, so…
start planning your presentation now!

New Mexico Mathematical Association of Two-Year Colleges

38th Annual AMATYC Conference
November 8—11, 2012
Jacksonville, Florida

Other Upcoming Conferences

National Council of Teachers of Mathematics
2013 Annual Meeting and Exposition
April 25—28, 2012
Philadelphia, PA
Website: http://www.nctm.org

National Association for Developmental Educators
37th Annual Conference
February 27—March 2, 2013
Sheraton Denver Hotel
Denver, CO
Website: http://www.nade.net

THE ALGEBRA BLUES

BY STEVE KREVISKY

WOKE UP THIS MORNING, DIDN'T HAVE A CLUE!
COULDN'T SOLVE THAT PROBLEM, DIDN'T KNOW JUST WHAT TO DO!
I'VE GOT THE ALGEBRA BLUES, YEAAHH, THE ALGEBRA BLUES!!
WOKE UP THIS MORNING, DIDN'T KNOW JUST WHAT TO DO!
COULDN'T GRAPH THAT EQUATION, COULDN'T DRAW THAT LINE
COULDN'T SOLVE THAT QUADRATIC, THOUGH THE GRAPH IS MIGHTY FINE!
I GOT THE ALGEBRA BLUES, YEAAH THE ALGEBRA BLUES!
WENT TO SLEEP LAST NIGHT, DIDN'T SEE JUST WHAT TO DO!

I GOT ALL THE BASEBALL STATS UP THERE IN MY HEAD
I KNOW MICKEY MANTLE'S #'S, AS I LIE AWAKE IN BED
I KNOW ALL ABOUT WILLIE, HANK AARON AND THE DUKE
BUT IF I GET A PROBLEM RIGHT, IT'S REALLY QUITE THE FLUKE!
I GOT THE STATISTICS BLUES, YEAAH, THE STATISTICS BLUES!
CAN'T DRAW THAT HISTOGRAM, JUST DON'T KNOW WHAT ALL TO DO!

CAN'T DO THOSE LOGARITHMS, OR THAT CRAZY TRIG STUFF!
DON'T KNOW MUCH ABOUT THOSE SQUARE ROOTS, AS IT'S ALL SO REALLY ROUGH!

I GOT THE ALGEBRA BLUES, YEAAHH, THE ALGEBRA BLUES!
IT'S THE END OF THE SEMESTER, BUT I STILL DON'T HAVE A CLUE!!

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New Mexico Mathematical Association of Two-Year Colleges

Editor's Corner: Math Jokes

Laughter is the best medicine...we all know it's true! I know many of my colleagues love to begin their classes with a silly joke, or a funny story to break the ice. In the office on my campus, we are all constantly sharing silly jokes, which really helps lighten up the working environment. Here are some "jokes of the month" at my campus:

Luz Hernandez, Secretary Extraordinaire shared her Laffy Taffy wrapper riddles:

Teacher: "Johnny, what is the definition of infinity?"
Johnny: "Tonight's homework assignment."

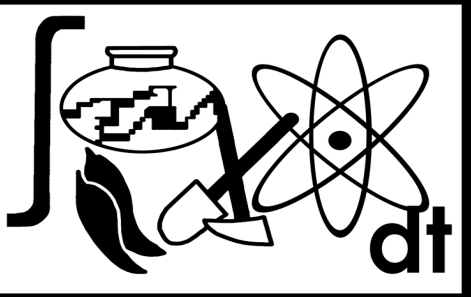
Question: Why did the children all eat their homework?
Answer: Because the teacher said it was a piece of cake.

Raymundo Diaz, Student Advisor, always has a joke to share, but saves his math jokes for me:

Question: "Who invented the Knights of the Round Table?"
Answer: "Sir Cumference."

New Mexico Mathematical Association of Two-Year Colleges

New Mexico Mathematical Association



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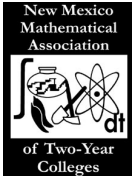

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