

FOCUS



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The Mathematical Association of America

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Mina S. Rees, 95

Mina Rees, the first recipient, in 1962, of the MAA's Award for Distinguished Service to Mathematics, died October 25 in New York. She graduated summa cum laude from Hunter College and received the degree of Doctor of Philosophy from the University of Chicago in 1931. Ms Rees (Mrs. L. Brahdy) taught at Hunter College from 1929-43, entering government service in 1943 as technical aide and executive assistant to the chief of the Applied Mathematics Panel in the Office of Scientific Research and Development. By 1946, she was head of the mathematics branch of the Office of Naval Research in Washington, and three years later became deputy director of the science division. Her work included early rocketry and research on fluid flow in submarine problems. In recognition of her service during the war years, she was awarded the President's Certificate of Merit and the King's Medal for Service in the Cause of Freedom from Britain.

In 1953 she returned to Hunter College as professor and dean of faculty. She served as a presidential appointee to the board of the National Science Foundation



from 1964 to 1970, and was elected president of the American Association for the Advancement of Science in 1969. She was the first woman to head the 120,000-member organization and the founding president of the City University of New York's Graduate School and University Center.

Project NExT

The Fourth Year

James R. C. Leitzel and T. Christine Stevens

The fourth group of Project NExT Fellows began their year of association in the program with a two-and-a-half-day workshop in Atlanta, July 30, 1997, just before MathFest. The addition of the seventy members of the 1997-98 class brings the community of Fellows to 284. This new group includes thirty-five men and thirty-five women holding faculty positions in twenty-seven of the twenty-nine MAA Sections. The institutions represented include two- and four-year colleges, comprehensive state universities, and research institutions. (A complete list of the 1997-1998 Fellows is on page 5.)

As the workshop presenters and the project co-directors quickly discovered,

the 1997-98 Fellows are an exciting and energetic group. Their impressive application materials indicated that they were already wrestling with some of the major issues confronting undergraduate mathematics education today. The Fellows' enthusiasm was expressed by Steve Szydluk, from the University of Wisconsin-Oshkosh:

"The week-long experience was amazing! It was easily the most important workshop I've attended since I began teaching. Above and beyond all of the talks, panel discussions, and workshops, having the opportunity to discuss the challenges and frustrations of my job with others was invaluable. The contacts I made with other enthusiastic teachers will

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Prizes and Awards

Many prizes were scheduled to be awarded by the MAA at the Joint Prize Session in Baltimore, including the **Section Certificates for Meritorious Service**: Linda R. Sons (Illinois Section), Harold L. Thomas (Kansas Section), Christine Shannon (Kentucky Section), Curtis N. Cooper (Missouri Section), Henry L. Alder (Northern California Section), Howard E. Bell (Seaway Section), and Jegenathan Srikandarajah (Wisconsin Section); **The Beckenbach Book Prize**: Sherman Stein and Sándor Szabo, for *Algebra and Tiling* (1994); **The Chauvenet Prize** (article in the Bulletin of the AMS): Alan Edelman and Eric Kostlan; **The Gung-Hu Prize**: Alice T. Schafer; and **The Haimo Awards for Distinguished Teaching**: Colin C. Adams (Williams College), Rhonda L. Hatcher (Texas Christian University), and Rhonda Jo Hughes (Bryn Mawr College).

More on these prizes can be found on MAA Online, www.maa.org.

Waldman Named Editor of FOCUS

With this issue, Harry Waldman takes over from Keith Devlin as Editor of FOCUS. Since 1983, Waldman has served the MAA as journals editorial manager. Prior to joining the MAA, he worked as a technical analyst for Bell Laboratories and as an editor for Scholarly Press and the Society of Manufacturing Engineers.



After graduating from the Bronx High School of Science, he earned a bachelor's degree in mathematics in 1968 from the City College of New York.

He is a serious student of film and has written four books on the subject. His most recent book is *Paramount in Paris*.

Married with two children, Waldman resides in Chevy Chase, Maryland.

FOCUS

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Letters to the Editor

To the Editor:

BRAVO. I applaud your editorial "Burning the Flag." I feel that the mathematics community as a whole has been a crashing failure when it comes to dealing with conflict. The changes that are currently taking place are deciding mathematical topics, levels of rigor and methods of instruction for decades to come. I am disappointed and angered that we refuse to address both sides of these issues openly, logically and honestly. Thanks for a great job as editor of FOCUS.

— **Mike Seery**
Scottsdale Community College

To the Editor:

Bravo on your editorial "Burning the Flag." I agree very strongly that differing opinions should be published by Focus. As a mathematician in industry who has done some part time teaching at the college level, it is interesting to hear about controversy in college teaching methods. My own view about what to teach, and how to teach it, is probably best expressed by Richard Askey's article in the current *Monthly*. Technique and formulas are both important in applications.

— **Frank Witte**
Lockheed Martin

To the Editor:

In August, the issue of learning disabilities was brought to our attention. One disability that is quietly seeping into postsecondary education is Attention Deficit Disorder (ADD). Are we prepared to engage it?

Among the uncertainties that occur are the qualifica-

tions of instructors. Few postsecondary faculty enter the collegiate profession with formal training in education, let alone certification in teaching the impaired. Another rests in the manner in which an "identified" student should be assessed either on course performance or academic achievement, for example, within the mathematical prerequisites for an engineering program that is the first step toward a professional license. To whom does this student turn for *reasonable* preprofessional advice, especially in the areas of career planning and placement? And of course suppose the student chooses not to be "identified" formally but alerts the instructor informally. What should be the response?

Our programs are divided essentially into liberal arts and preprofessional. The latter group places the college in a prescreening capacity. Multitiered assessment undermines the credibility of the soundness of the degree awarded as an indicator of proficiency in the specialized preprofessional courses. An engineering degree is the first step toward becoming a licensed engineer. Even though it is less specialized, business administration faces the same dilemma.

An ADD student placed in a discipline that is memory-focused and that demands periods of intense concentration seems to be a contradiction in orientation and is unquestionably subject to debate on either survival or modest success in such an environment. For example, See Letters on page 3

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consider the placement of a student who is majoring either in computer science, and must fulfill four mathematics prerequisites one of which is a course in mathematical reasoning, or engineering, and must fulfill at least four math prerequisites including linear algebra. Such a student may have been identified through a campus counseling service or may have informed the instructor of the existing condition. These cases are not hypothetical. If a student has "success" when measured by the standard assessment criteria for the class, should this be credited to the instructor or to a faculty diagnosis of the disorder? Another pressing question is, do we have the counselors on campus with sufficient depth of understanding in the underlying tenets of collegiate education and a grasp of the learning prerequisites demanded by preprofessional programs to responsibly advise these students?

Suppose that the means for course assessment for these students had been modified in content in order to cope with the disorder and to remain within the confines of a semester program. How should these results be posted on the transcript to avoid a two-tiered assessment policy? At this point, the ethics and the integrity of the institution are challenged. Should an unsuspecting employer of this graduate be alerted to the assessment policy, especially if we are aware that this graduate will be involved immediately in either training programs or team projects?

Then there is a legal question viewed with the

shortcomings noted above. Does receipt of tuition by the institution imply the confirmation of a contract that assures an education for the identified student? The term "contract" rather than "responsibility" is used in that academic accreditation measures and undergraduate institution on its commitment to fulfill a well-defined mission, the basis for the institution's curriculum. This is thorny in that we cannot guarantee the same for students without the disorder. But how many among us are sufficiently knowledgeable to be able to distinguish between underperformance due to lack of ability and perhaps aptitude or that hampered by this disorder? Compound that with the

existence of a campus service to which these students are referred for counseling which in itself becomes validation of the institution's recognition of ADD as a bona fide disability. In view of these observations, can a college refuse placement of an identified student in any of its programs with no verifiable data at hand to support the decision?

I found teaching an ADD student and legally blind students a challenge. Their inner drive and motivation led to success. I met with each student early in the semester to inform them that I was not certified to teach the impaired and to lay out a plan under that assumption. We had a

pleasant experience. I monitored their progress. My time was never abused. Time constraints were removed from assessment, an option open to any student who felt poor performance was related to that factor. The entire class benefited from culling and synthesis, namely, identify that which is important, say less, and assign a minimum set of exercises which highlight these points. Then we were all in focus. But there is a distinction between coping with the situation and the points made above, points that I felt had not been adequately addressed.

— H. Bechtell
University of
New Hampshire

Exxon Funds Project NeXT for Three More Years

In April 1997, the Exxon Education Foundation awarded \$651,865 to the MAA to continue Project NeXT for an additional three years. Besides continuing the current national version of Project NeXT, the new grant includes components to launch three NeXT-like programs in MAA Sections each year to strengthen the familiarity of beginning faculty with issues in teacher preparation, to establish a basis for a longitudinal study of the impact of Project NeXT, and to reach out to professional associations in other disciplines that are interested in developing similar programs for their

beginning faculty. The MAA's vision for Project NeXT includes making the project available to everyone entering the profession; making it fiscally self-sustaining; and developing a self-renewing voluntary leadership group that will enable the continuation of Project NeXT in the year 2000 and beyond.

The initial three-year grant from the Exxon Education Foundation helped establish Project NeXT in the community. With the continuation funding, the MAA expects to provide a sustained NeXT-like experience that can, by the year 2000, be made available to all beginning faculty. The

MAA hopes that you will actively encourage applications from new faculty at institutions in your Section. Application materials for the 1998–99 Class of Project NeXT Fellows will be available at the Project NeXT booth at the Joint Mathematics Meetings in Baltimore. Further information about Project NeXT, including guidelines for sections that want to establish their own NeXT-like programs, can be obtained through *MAA Online* or the Project NeXT home page at <http://archives.math.utk.edu/projnext/> or from Chris Stevens, Saint Louis University; (314) 977-2444; stevensc@slu.edu.

MAA Endorses National Research Investment Act

In late October, Senators Phil Gramm (R-TX) and Joseph Lieberman (D-CT) introduced the National Research Investment Act of 1998 at a news conference that also featured the release of a statement urging the Congress and the President to double the current level of federal investment in research over the next ten years. More than a hundred scientific, mathematical, and engineering society presidents have endorsed the Unified Statement on Research, "A Decade of Investment."

Flanked by dozens of presidents and other leaders of these societies, Gramm and Lieberman outlined how the National Research Investment Act would authorize aggregate spending for twelve science agencies—including NSF, NIST, NIH, and NASA, as well as the research arms of the Departments of Energy, Agriculture, and Education—so that the amount of their combined budgets, currently about \$34 billion, would be doubled by FY 2008.

Leaders of the mathematical sciences community were well represented at the news conference and as signatories to the Unified Statement. Endorsements came from Gerald Alexanderson, President of the Mathematical Association of America, Arthur Jaffe, President of the American Mathematical Society, and John Guckenheimer, President of the Society for Industrial and Applied Mathematics. The presidents of the American Statistical Association, the Association for Women in

Mathematics, the Institute for Mathematical Statistics, and the Institute for Operations Research and the Management Sciences have also signed onto the document.

The senators and three society presidents who also spoke at the news conference expressed their concern about the declining level of federal support for research. Lieberman noted that the U.S. spends much less on civilian R&D, as a percentage of GNP, than its top competitors spend, and that the proportion of the federal budget devoted to civilian R&D has dropped from 5.7 percent in 1965 to only 1.9 percent today.

Domenici made a comment at the news conference that offers insight into the prospects for research funding, at least for the next few years. He chairs the Senate Budget Committee and is therefore a coveted ally for a spending initiative. He said that he would not have supported the proposal if its duration had been five years instead of ten. The current fiscal year (FY 1998) is the first under the five-year Balanced Budget Agreement between President Clinton and the Congress. Domenici clearly intends to stick to that agreement, and money will be tight until its objective is reached. But with recent economic projections indicating deficit reduction is ahead of schedule, legislators and lobbyists alike are already jockeying over how to spend the budget surpluses that are expected after FY 2002. Science's horse is now in the race.

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serve me for years. That enthusiasm generated by the group has really infected me. Know that your hard work will show up in all of us for years to come."

Project NExT (New Experiences in Teaching) is a professional development program for new and recent Ph.D.s in the mathematical sciences that addresses issues in the teaching and learning of undergraduate mathematics. Its goals are threefold: (1) to acquaint new and recent Ph.D.s in the mathematical sciences with issues in the teaching and learning of undergraduate mathematics, including mathematics education "reform"; (2) to provide beginning faculty with a support network of peers as they take on their new professional roles; and (3) to integrate these beginning faculty with the larger mathematical community and, in particular, to connect them with people who share their interest in undergraduate mathematics education.

Project NExT is a full year commitment on the part of the individual fellows and their home institutions.

The workshop prior to each summer MathFest has been quite successful in establishing the foundation for this network of peer support. The Fellows are housed together in the dormitories, eat meals together, and explore the local sites and sounds. They are also connected through special electronic lists that the MAA has established for them and selected "consultants" from the mathematical community. The lists are established as quickly as possible after the new class of fellows is selected. This summer, that list was incredibly active right from the start, as the Fellows introduced themselves to one another, organized travel groups from the airport to the workshop site, and even established a breakfast discussion group about the teaching of an upper division course in abstract algebra.

Board of Governors Approves Motion

The MAA's Board of Governors approved the following motion from the Committee on Minority Participation in Mathematics:

Intervention projects provide valuable opportunities for precollege students from underrepresented groups to learn interesting and substantive mathematics in programs designed directly by college mathematicians. They also provide valuable opportunities for college and university mathematics departments to reach out to underrepresented groups that are not always served effectively by the more traditional functions of college and university mathematics departments. For these reasons, the MAA strongly encourages every college or university mathematics department either to conduct an intervention project itself or to be an active member of a consortium that conducts intervention projects affecting a substantial number of students in the geographical area served by the institution.

1997–1998 Project NEXt Fellows

Allegheny Mountain

Richard Patterson, Duquesne University, Pittsburgh, PA

Eastern Pennsylvania–Delaware

Angela Hare, Messiah College, Grantham, PA

Lisa Anne Lister, Bloomsburg University, Bloomsburg, PA

Cheryl Olsen, Shippensburg University, Shippensburg, PA

Rosemary Sullivan, Widener University, Chester, PA

Michael Wismer, Millersville University, Millersville, PA

Florida

Philip Gloor, Jacksonville University, Jacksonville, FL

Lianfen Qian, Florida Atlantic University, Boca Raton, FL

Illinois

Theresa Friedman, Benedictine University, Lisle, IL

Indiana

Timothy Comar, Valparaiso University, Valparaiso, IN

Kimberly Kirkpatrick, University of Evansville, Evansville, IN

Chris Rasmussen, Purdue University–Calumet, Calumet, IN

Mary Sandoval, Purdue University, West Lafayette, IN

Robert Talbert, Bethel College, Mishawaka, IN

Iowa

Sara-Marie Belcastro, University of Northern Iowa, Cedar Falls, IA

Mariah Birgen, Wartburg College, Waverly, IA

Sean Bradley, Clarke College, Dubuque, IA

Tamara Veenstra, University of Northern Iowa, Cedar Falls, IA

Kansas

Monica Meissen, Bethel College, North Newton, KS

Kentucky

Lisa Elderbrock, Northern Kentucky University, Highland Heights, KY

K. Renee Fister, Murray State University, Murray, KY

Louisiana–Mississippi

Michael Button, Louisiana College, Pineville, LA

Joseph Meyinsse, Southern University, Baton Rouge, LA

MD–DC–VA

Donna Jean Cedio Fengya, James Madison University, Harrisonburg, VA

Gregory P. Dresden, Washington & Lee University, Lexington, VA

Judith R. Miller, Georgetown University, Washington, DC

Metro New York

Duff Campbell, U. S. Military Academy, West Point, NY

James S. Rolf, U. S. Military Academy, West Point, NY

Michigan

David Hahn, Hope College, Holland, MI

Michael E. Raines, Western Michigan University, Kalamazoo, MI

Rick Trujillo, Siena Heights College, Adrian, MI

Missouri

Michael J. Dorff, University of Missouri–Rolla, Rolla, MO

Darrin Speegle, Saint Louis University, St. Louis, MO

Nebraska–Southeast South Dakota

Zsuzsuanna Szaniszló, University of South Dakota, Vermillion, SD

New Jersey

Abdulkadir Hassen, Rowan University, Glassboro, NJ

Arup Mukherjee, Rutgers University, New Brunswick, NJ

Hieu Nguyen, Rowan University, Glassboro, NJ

North Central

Amy Biesterfeld, Carleton College, Northfield, MN

Wojciech Kosek, South Dakota State University, Brookings, SD

Northeastern

Jennifer Beineke, Trinity College, Hartford, CT

Sharon Frechette, Wellesley College, Wellesley, MA

Megan Kerr, Wellesley College, Wellesley, MA

Eileen Lee, Trinity College, Hartford, CT

Moirra McDermott, Bowdoin College, Brunswick, ME

Northern California

Sunil Tiwari, Sonoma State University, Rohnert Park, CA

Ohio

David Meel, Bowling Green State University, Bowling Green, OH

Jonathan Rubin, The Ohio State University, Columbus, OH

Oklahoma–Arkansas

John C. D. Diamantopoulos, Ouachita Baptist University, Arkadelphia, AR

Carol Fan, Oklahoma State University, Stillwater, OK

David Pike, East Central University, Ada, OK

Pacific Northwest

Laurie Burton, Central Washington University, Ellensburg, WA

Dusty Sabo, Southern Oregon University, Ashland, OR

Rocky Mountain

Diane Hoffoss, The Colorado College, Colorado Springs, CO

Gowri Meda, The Colorado College, Colorado Springs, CO

Mark Parker, USAF Academy, Colorado Springs, CO

Seaway

Joel Foisy, SUNY College at Potsdam, Potsdam, NY

Mary Shepherd, SUNY College at Potsdam, Potsdam, NY

Jack Weiss, Rochester Institute of Technology, Rochester, NY

Southeastern

Sabrina Anne Hessinger, Armstrong Atlantic Univ., Savannah, GA

Goran Lesaja, Georgia Southern University, Statesboro, GA

M. Leigh Lunsford, Alabama A&M University, Normal, AL

Grzegorz Michalski, Morris College, Sumter, SC

Sonya Stanley, Samford University, Birmingham, AL

Scott R. Sykes, State University of West Georgia, Carrollton, GA

Jane Kirchner West, Trident Technical College, Charleston, SC

Carol M. Yin, LaGrange College, LaGrange, GA

Southern California

Patrick Shanahan, Loyola Marymount University, Los Angeles, CA

Texas

Tamara Lefcourt, University of Texas–Austin, Austin, TX

Melissa Reeves, East Texas Baptist University, Marshall, TX

Wisconsin

Stephen Szydlík, University of Wisconsin–Oshkosh, Oshkosh, WI

Coming this summer ...

Mathfest 98

July 15–18, 1998

Toronto, Canada

Employment Opportunities

ARKANSAS

THE ARKANSAS GOVERNOR'S SCHOOL

The Arkansas Governor's School, a unique comprehensive six week summer institute for gifted rising high school seniors, invites applications for mathematics and other instructors. For information and application see www.hendrix.edu/ags/agshome, email AGS@delta.hendrix.edu, or call the Arkansas Department of Education (501) 682-4224.

GEORGIA

WESLEYAN COLLEGE Computer Science

The Department of Mathematics and Computer Science at Wesleyan College has an opening for a tenure-track, assistant professorship in computer science. Ph.D. and commitment to undergraduate teaching required. The successful candidate will be instrumental in leading the implementation of our new computer science minor. Preference will be given to candidates qualified to teach topics in discrete mathematics and numerical methods on an occasional basis. Committed to becoming a preeminent liberal arts college for women, Wesleyan emphasizes critical and collaborative thinking, discussion-based learning, writing across the disciplines, and student-faculty research. The College has just instituted a new progressive, general education core requirement program and the Division of Natural Sciences and Mathematics has recently received substantial intramural and extramural funding in support of a hands-on approach to learning. Submit letter of application, vita, transcripts, and three letters of recommendation of Priscilla Danheiser, Dean of the College, Wesleyan College, 4760 Forsyth Road, Macon, GA 31210-4462. Review of applications will begin on December 15 and continue until the position is filled. Wesleyan expects to interview at the AMS meeting. Women and minority candidates are encouraged to apply. AA/EOE.

INDIANA

INDIANA UNIVERSITY SOUTH BEND Department of Mathematics and Computer Science Visiting Assistant Professor of Mathematics

The Department of Mathematics and Computer Science invites applications for a two-year visiting position in mathematics at the assistant professor level starting August 1998. Applicants must have completed all requirements for a doctoral degree in Mathematics, Mathematics Education, or a closely related field by August 1998. The responsibilities of this position include: Teaching three courses per semester and service to the department. Preference will be given to candidates who can provide leadership in our developmental mathematics program. Salaries and benefits are competitive. The Department currently has 15 full-time faculty and 40 associate faculty.

IUSB is an Equal Opportunity/Affirmative Action employer; women and minority candidates are encouraged to apply. Send a curriculum vitae, a statement on teaching, and arrange for three letters of recommendation, at least two of which should address teaching, to Hiring Committee, Department of Mathematics and Computer Science, Indiana University South Bend, South Bend, IN 46634. Completed applications received by March 15, 1998 will be given full consideration.

MARYLAND

U.S. NAVAL ACADEMY Department of Mathematics

Applications are invited for one anticipated tenure-track position (subject to funding) in mathematics at the Assistant Professor level to start in August 1998. Candidates must have a Ph.D., demonstrate a strong commitment to undergraduate teaching, and show potential to continue an active scholarly program. Preference will be given to applicants specializing in applied areas, but candidates from all fields of mathematics will be considered. Faculty members receive full fed-

eral government service benefits. Promotion and tenure evaluations follow AAUP guidelines. Information about the U.S. Naval Academy and the Mathematics Department can be found at Web site <http://www.nadn.navy.mil>.

Applicants should provide a letter of application that includes a statement of professional goals, a C.V., three letters of reference (at least one of which comments on the applicant's experience and promise as a teacher), and undergraduate and graduate transcripts. Applications will be evaluated starting in January 1998. Send all materials to: Search Committee, Mathematics Department, 572 Holloway Rd., U.S. Naval Academy, Annapolis, MD 21402-5002. Tel: 410-293-6700; Fax: 410-293-4883; Email: search@sma.usna.navy.mil. The United States Naval Academy is an AA/EEO employer.

MICHIGAN

CENTRAL MICHIGAN UNIVERSITY

The Department of Mathematics invites applications for a tenure track position at the assistant professor level in the area of collegiate mathematics education. Candidates should have a Ph.D. in mathematics, statistics, or mathematics education, show evidence of having conducted research in the teaching and learning of collegiate mathematics, and have effective communication skills. The successful candidate will be expected to teach graduate and undergraduate mathematics and mathematics education courses, conduct research in teaching and learning collegiate mathematics, solicit grants from external funding agencies, and take an integral role in the department's new Ph.D. Program in Mathematics with concentration in the Teaching of College Mathematics. The usual teaching load is nine semester hours. Salary is competitive and benefits include university-paid retirement, medical, dental, disability, and group life insurance.

Please send a letter of application, resume, transcript, and names of three references to: Professor Tom Miles, Interim Chair, Department of Mathematics, Central Michigan University, Mt. Pleasant, MI 48859, voice: 517/774-3596, e-mail: math@cmich.edu, web site: www.cst.cmich.edu/units/mth.

Consideration of applications will begin on January 19, 1998, but ap-

plications will be accepted until the position is filled.

CMU (AA/EO institution) encourages diversity and resolves to provide equal opportunity regardless of race, sex, disability, sexual orientation, or other irrelevant criteria.

NEW HAMPSHIRE

RIVIER COLLEGE Mathematics Position

Rivier College offers a Catholic Liberal Education with a commitment to social justice. The College undertakes to live out this mission as an intentional community, dedicated to the formation of intellect and character, and providing its student with the experience of service-learning. The College welcomes women and men of all faiths to its faculty, staff, and student body. Candidates for teaching or administrative positions at Rivier must demonstrate, by means of background, experience, or vision, a personal and professional commitment to liberal arts education and to the promotion of the mission and traditions of a Catholic college.

The preferred candidate will have earned Ph.D. in mathematics or mathematics education by the time of employment. Teaching experience at the undergraduate level is required. The candidate should provide evidence of strong commitment to excellence in teaching; ongoing scholarship; participation in professional organizations; ability to work collaboratively within the department; willingness to integrate technology into mathematics courses; and familiarity with current trends in mathematics education.

Responsibilities include teaching developmental and undergraduate mathematics and introductory level computer science courses. Teaching schedule includes day and evening courses.

Review of applications will begin immediately and continue until position is filled. Submit letter of application, resume and the names and telephone numbers of three references to: Director of Human Resources, Rivier College, 420 Main St., Nashua, NH 03060.

NEW JERSEY

**MONMOUTH UNIVERSITY
Chair, Mathematics Department**
The Mathematics Department of

Monmouth University invites applications for a tenure track position as Associate Professor or Professor and Department Chair, beginning July 1, 1998. The successful candidate should possess a Ph.D. in Mathematics, have at least six years of recent college mathematics teaching experience, current research activities, and show evidence of academic administrative talents. Monmouth is a teaching university and consequently we seek a person possessing a deep interest in undergraduate education and curriculum are all positive characteristics.

Monmouth University, recently designated a teaching university by the State of New Jersey, has 5,300 students, of whom 1,200 are at the graduate level. Located along the Central Jersey shore approximately one hour south of New York City and 1.5 hours east of Philadelphia. Monmouth University's 138 acre, suburban campus is home to approximately 30 baccalaureate degree programs and 11 master programs.

The School of Science, Technology and Engineering is comprised of the following department: Biology; Chemistry/Physics/Medical Technology; Computer Science; Electronic Engineering; Mathematics; Software engineering; and the Center for Technology Development and Transfer. The School serves about 15 percent of the University's students. All disciplines have undergraduate programs except Electronic Engineering and Software Engineering, which are exclusively master's programs.

The Mathematics Department has eight tenure, or tenure track members and offers a Bachelor of Science degree in Mathematics and support a dual major in Mathematics to all students with the interest, aptitude, and willingness to study. The Department is committed to increasing the number of students majoring in Mathematics as well as improving general Mathematics education through curriculum innovation and teacher training.

The Department provides the Mathematics components for various programs, supports the general education requirements of the University, and supports teacher training. We seek a leader who is dedicated to making Mathematics accessible to all of the University's students by endeavoring to provide an atmosphere for professional development and for increased effective teaching as well as to fa-

cilitate cooperation with various departments within the School of Science, Technology, and Engineering.

Interested persons should request an application form from Dr. Francis C. Lutz, Dean, School of Science, Technology and Engineering, Monmouth University, West Long Branch, NJ 07764-1898. Deadline for receipt of applications is February 15, 1998.

Monmouth University is an Equal Opportunity Affirmative Action Employer.

NEW YORK

BUFFALO STATE COLLEGE Mathematics Department Chairperson

A Ph.D./Ed.D. in mathematics/mathematics education is required. A distinguished record of college teaching and scholarly activity sufficient to qualify for appointment as associate or full professor with tenure is also required. A strong commitment to undergraduate and graduate instruction and to faculty research and development is essential. The candidate must possess good communication and interpersonal skills and be able to effectively interact with the academic community. Evidence of managerial skills and ability to lead the Department, which has a strong mathematics education component, is required. Duties include administration of a department of 19 full-time and 10 part-time faculty. Additional duties include, scheduling, long-term planning, teaching and research. EOE/SUNY benefits. Send letter of application, vita, copies of transcripts, and 3 reference letters, by January 15, 1998 for guaranteed consideration, to: Prof. Robert C. Frascatore, Acting Chair, Department of Mathematics, Buffalo State College, 1300 Elmwood Avenue, Buffalo, NY 14222, Phone 716-878-5621, Fax 716-878-6107.

TENNESSEE

THE UNIVERSITY OF TENNESSEE

The Mathematics Department of The University of Tennessee (www.math.utk.edu) seeks to fill a tenure-track assistant professorship with an Outreach Mathematician (OM). The duties of the OM will be to foster close relations between the University and the community colleges and/or high schools across the state as well as teach in the department. A Ph.D. in Mathematics or a

doctoral degree in another discipline with a Masters of Science degree in Mathematics is required together with a clear commitment to outreach activities. Some postdoctoral experience is preferred, but not required. Dedication to teaching is paramount. Employment begins August 1, 1998.

We seek a person who will participate in the education program of the department, actively pursue grants to conduct workshops for teachers, carry out systematic school visits, become involved in state-wide mathematics education reform, and work with the appropriate faculty in the College of Education.

Interested applicants should arrange to have a vita, three reference letters, a statement of accomplishments, qualifications, plans for outreach activities, and evidence of quality teaching sent to Professor John B. Conway, OM Search, Mathematics Department, University of Tennessee, Knoxville, TN 37996-1300. Electronic applications are not acceptable. Use of the recent AMS application form is encouraged. Review of applications will begin January 1 and will continue until the position is filled.

TEXAS

TRINITY UNIVERSITY Department of Mathematics

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VIRGINIA

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 January 19–22, 2000 Eighty-third Annual Meeting, Washington, DC; Board of Governors Meeting January 18, 2000
 January 10–13, 2001 Eighty-fourth Annual Meeting, New Orleans, LA; Board of Governors Meeting January 9, 2001

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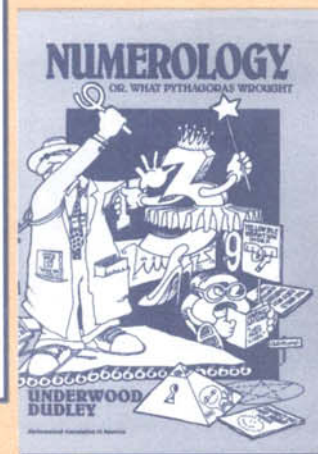
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