

STUDENT CORNER

Mathematics as communication is an important curriculum standard, hence the mathematics curriculum emphasizes the continued development of language and symbolism to communicate mathematical ideas. Communication includes regular opportunities to discuss mathematical ideas, and to explain strategies and solutions using words, mathematical symbols, diagrams and graphs. While all students need extensive experience to express mathematical ideas orally and in writing, some students may have the desire—or should be encouraged by teachers—to publish their work in journals.

delta-K invites students to share their work with others beyond their classroom. Such submissions could include, for example, papers on a particular mathematical topic, an elegant solution to a mathematical problem, posing interesting problems, an interesting discovery, a mathematical proof, a mathematical challenge, an alternate solution to a familiar problem, poetry about mathematics or anything that is deemed to be of mathematical interest.

Teachers are encouraged to review students' work prior to submission. Please attach a dated statement that permission is granted to the Mathematics Council of The Alberta Teachers' Association to publish "insert title" in one of its publications. The student author must sign this statement, indicate the student's grade level, and provide an address and telephone number. Parental permission is required if the student is under age 18.

The following poems have been written by students from Archbishop MacDonald High School in Edmonton.

$$y = x^2$$

Since you are always manipulating
I am always responding
Although your values always change
I am always square of you
And we will form a parabola
Since you add a coefficient in front of you
I change more rapidly
However, when you link with other terms
I cannot depend on you
And we will degenerate
into . . . two parallel lines
 . . . one line
 . . . empty graph

Helena Fung, Grade 11

Poem of Mathematics

$Ax + By + C = 0$
In the beginning
 a point
But point after point
these points form a line.
We see in this line
a relationship form,
Between the good force of x
and the evil of y .
These forces compete
with the mighty C ,
yet altogether they form
an unlimited nothing.

Stephen Samogyi, Grade 11

"Jabberwocky" as an Equation

(Biting Jaws) + (Catching Claws) + 2(Fiery Eyes)
= Jabberwocky
Jabberwocky = Manxome Foe
[Beamish Boy + Vorpall Blade] • [Snicker - Snak]
= Jabberwocky - Head
Jabberwocky / Vorpall Blade = Frabjous Day
Frabjous Day
(Calloh)(Callay)

Brendan Halloran, Grade 11

The Conic Song—

$$Ax^2 + Bxy + Cy^2 + Dx + Ey + F = 0$$

"Let me be your abscissa,"
Said the x to the y .
"Let us jump co-ordinates
Just you and I."
"Shall we be circular,
hyperbolic or the two?"
"Can't we be a conic?"
Oh please oh please, let's do,"
"Shall we frolic
On a double napped cone?"
"Yet we cannot leave our friend
The plane, dear plane, alone!"
So off they went, a single dot
Singing Ax^2 and Bxy
 . . . and all the bunch.
While in a math class,
Far, far away
We're all out to lunch.

Ajit Paul Singh, Grade 11