

THE SEAWAY CURRENT

Newsletter of the Seaway Section of the Mathematical Association of America

FALL 2026
VOL. 50, No. 1

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THE SEAWAY CURRENT

The Seaway Current is published at least twice per year by the **Seaway Section** of the **Mathematical Association of America** (MAA) for the benefit of its members. Its pages are open to all members of the MAA and, by invitation to others, for the exchange of information and opinion. Contributed announcements, articles, and editorials are welcome and should be sent to the editor.

Material may be submitted to the editor by e-mail. Opinions expressed in this newsletter are those of the editor or of individual contributors and do not necessarily represent the views of the MAA or of the Seaway Section.

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SEAWAY SECTION FALL MEETING

Utica University — October 23-24, 2026

Register now!



Thank you to our gracious hosts at Utica University!

FALL 2026: MEETING HIGHLIGHTS

Friday, 3 - 5

Seaway NExT Workshop: “Three Pillars of Student Engagement”

Friday, 5 - 6

Social Hour with Magician Jim Lutz

Friday, 7 - 8

Banquet Lecture: “An Algebraist Tries to Teach Geometry”

Friday, 8 - ??

Math Jeopardy!

Saturday, 9:10 - 10

“When Calculus Meets Art”

Saturday, 10:05 - 10:55

Randolph Lecture: “What is MathemAItics?”

And how do we teach it?”

Saturday, 1:20 - 2:20

Seaway NExT Discussion: “AI Support Group”

Saturday, 4:05 - 4:55

NAM Lecture: “Revealing Hidden Networks”

FALL 2026: THE INVITED SPEAKERS

Friday Banquet Lecture:

An Algebraist Tries to Teach Geometry

David Clark (SUNY New Paltz)



Abstract: Geometry is a vast and beautiful topic that is particularly important for students interested in becoming mathematics teachers. It offers instructors many options for what might be included in a course for those students. In this talk the speaker, an algebraist, will relate his career-long efforts to weigh established best practices against his perceived views of the needs of his students in the teaching of geometry. The final outcome in this talk will lead to a recent development in geometry that is of broad public interest and will be discussed during a subsequent contributed talk on Saturday afternoon.

Bio: David Clark holds the rank of SUNY Distinguished Professor Emeritus at the State University of New York, New Paltz. He has published widely in universal algebra, mathematical logic, topological dualities and evolutionary computation. He has authored three guided inquiry textbooks for future teachers, one on real analysis and two on Euclidean geometry. He is cofounder and Submissions Editor of the *Journal of Inquiry-Based Learning in Mathematics*, which publishes freely downloadable and professionally refereed guided inquiry manuals for a range of mathematics courses.

Saturday Morning Lecture:

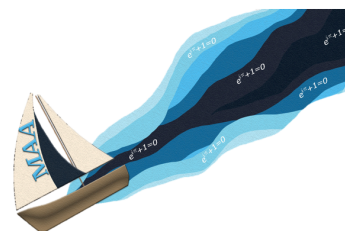
When Calculus Meets Art

Amanda Lipnicki (Alfred University)



Abstract: In college, we often learn new math without a picture of how we will use it in the future. Indeed, the jobs we will work and problems we will solve after graduation may not even exist yet. In this talk, we focus on such an example—how calculus inspired art, math, research, and automation. Our journey will go from initial inspiration and concept, to math which proved useful, to results like crochet patterns for surfaces, math approximation techniques, a free and open-source computer program called Crochet Calculus, student sculptures using that program, and future directions for research.

Bio: Amanda Lipnicki is a professor of mathematics at Alfred University. Her research spans geometric group theory; math, art, and automation; data science; and education.



Randolph Lecture:

What is MathemAltics? And how do we teach it?

Ryan Gantner (St. John Fisher University)



Abstract: The new ubiquity of Large Language Models (LLMs) has fundamentally disrupted traditional paradigms in postsecondary mathematics education. Beyond altering assessment and delivery, generative AI challenges foundational assumptions about the nature of mathematical knowledge and has society questioning the value of technical fluency. In response, educators must reconsider not only how we facilitate learning, but what meaningful learning ultimately entails. This interactive presentation will examine how time-tested pedagogical principles and classical problem-solving frameworks can guide our thinking about the use of generative AI. We will explore practical strategies for moving forward in this uncharted world.

Bio: Ryan Gantner earned an undergraduate degree from the University of Wisconsin in 2000, followed by MS and PhD degrees from the University of Minnesota in 2006. He was hired at St. John Fisher College, as it was known then, as he completed his PhD work and has been there ever since. His history with mathematics is slightly more complicated, however. In graduate school, he worked on probability problems, specifically with discrete time probabilistic cellular automata. But after beginning his work at Fisher, his research work quickly became "whatever the students want to work on." Eventually, he lost focus and found himself seeking a deeper expertise in something, so he turned to combinatorial games. This proved to be somewhat at the intersection of "I can do this" and "the students are interested". Lately, however, students are becoming fewer and farther between, and they are interested in problems which are more obviously applicable. So, he is in the process of going through another metamorphosis. We're not sure where this one will land. Through all of this, he has maintained a focus on teaching, building strong relationships with students through teaching, and learning about teaching through others (especially the MAA Seaway Section). He has been involved in the Seaway Section on many levels since around 2009 and is now a member of the MAA's Committee on Faculty and Departments. Even so, he tries to eschew work in favor of family time as much as is reasonable and prefers hiking or biking to the office.

NAM Lecture:

Revealing Hidden Networks: Mapping Black Mathematicians Across Archival Collections

Nathan Alexander (Howard University)



Abstract: Archival collections offer important information about the intellectual and social networks of historical actors. Often, however, relationships are "hidden in plain sight" in archival materials due to their fragmented structures. In our individual investigations of Black mathematicians, our team has found important and valuable connections between different actors across time periods that extend and challenge how we think about the development of their lives and work in the mathematical sciences. For this project, we are expanding our existing research using named entity recognition and social network analysis to develop a set of open-source computational records and data tools that can map the network structure of actors across multiple archival collections. In this talk, I will focus on the timelines of two Black mathematicians: Kelly Miller, the first African American to study graduate-level mathematics, and Euphemia Lofton Haynes, the first African American woman to receive a PhD in mathematics and founder of the mathematics education program at Howard University's School of Education.

Bio: Nathan Alexander, PhD, is an assistant professor at Howard University in the School of Education and the Center for Applied Data Science and Analytics (CADSA), where his research focuses on the history and development of quantitative and mathematical literacy. He is the founder of the Quantitative Histories Workshop, a computational curriculum collective and community-centered teaching and learning lab. He is the 2025-2028 MAA-NAM Section Lecturer, a 2025-2026 HBCU Center Research Network Fellow, and he received the 2025 Excellence in Transforming Post-Secondary Education Award. His publications include work in *Scatterplot: The MAA Journal of Data Science*, *PRIMUS: Problems, Resources, and Issues in Mathematics Undergraduate Studies*, *Inquiry: Critical Thinking Across the Disciplines*, the *Journal of Negro Education*, *Journal of Humanistic Mathematics*, *Notices of the American Mathematical Society*, and the edited *MAA Notes Volume 96*.

FALL 2026: SPECIAL EVENTS



- **Seaway NExT Workshop** (Friday, 3 - 5)

“Three Pillars of Student Engagement: Autonomy, Relatedness, and Competency in Your Classroom”

Led by Marie MacDonald (Cornell University) and Zoë Misiewicz (SUNY Oswego)

Abstract: Intrinsic motivation increases when students have a voice in their learning, feel connected and valued in the classroom, and feel capable and effective when facing academic challenges. This workshop invites participants to share specific techniques for building each of these pillars of engagement in the classroom. What do you do to give students meaningful choices and help them see the relevance of their work? How do you build connections with and between students? How do you help students develop a sense of competence so that they persist when things get hard? Come prepared to share your successes and your struggles, and expect to leave this session with multiple concrete ideas that you can implement in your classroom next semester or next week!

- **Social Hour with Magician Jim Lutz** (Friday, 5 - 6)

Jim Lutz has been a professional magician for nearly three decades. He has performed hundreds of shows at all sorts of venues and events over the years, entertaining people both young and old. His shows rely on active audience participation, incorporate some well-timed comedy, and involve magic with cards, ropes, rings, sponge balls, coins/money, etc. Jim, who earned his bachelor's in psychology from Ithaca College and master's in counselor education from SUNY Oneonta, is also a full-time school counselor.

- **Math Jeopardy!** (Friday, 8:15 - ??)

Led by Blair Madore (SUNY Potsdam)

All are welcome. Students are especially encouraged to participate and join the fun!

- **Seaway NExT Discussion** – “AI Support Group” (Saturday, 1:20 - 2:20)

Led by Marie MacDonald (Cornell University) and Zoë Misiewicz (SUNY Oswego)

Abstract: This session will be used to discuss how math educators have been adapting their classrooms to the world of AI. How can we get students to engage with the content? What assessment can still be used and still give student a constructive math experience? We all are facing similar challenges, and this will be a great opportunity to get ideas from other institutions. All are welcome to attend!

Looking for the locations for the events at the meeting?

Check out the [online meeting program](#) for all of the up-to-date details and information!

NOTE FROM THE SECTION CHAIR

Is it just me, or has the pace of academia been essentially frenetic since the pandemic? I feel like I have been, at least with regards to my career, on “rush mode” since March of 2020 – there is always so much to do, there’s never enough time to breathe (let alone get work done), everyone is so stressed out, and every university administration just keeps asking for more, more, more . . . And at nearly the same time, along came this wild AI revolution that makes our work *that much more complicated* and let’s not forget the financial struggles of colleges across the section . . .

I have no idea what to do about the AI infiltration of every aspect of education, I have no idea what to do about my own institution’s financial precariousness. But, in times like these, I find comfort in communicating with my friends and colleagues. My colleague at a different SUNY sends me an article to read that warms my heart. Another colleague in Rochester reads my quickly dashed off note and responds with thoughtful perspective. A friend sends a note asking for research project feedback and closes with an inquiry about my injured lamb . . .

I look forward to the Seaway Section meeting each semester as an opportunity to touch base with these far-flung folks, at least those in our general region, and know that the person on the other side of the room is actually, really a person (and not a bot of some kind). It also really helps that they aren’t my provost, my dean, my department chair, my “boss” cracking the whip and telling me to pass more students or attend more open houses or submit the assessment data sooner or . . .

But the community of colleagues across the Seaway Section that I now rely on was not built overnight, and it wasn’t built just by showing up for a 1.5 days every semester. It started by attending, and giving talks. And then, joining the Student Program Committee. I brainstormed fun things for student participants to do at the meetings, and then made sure those things happened. Then I became the editor for the Seaway Current, and people from across the Section started to send me Section Notes for the Current. (Nearly no one sends them now. It’s kind of sad.) Ten years later, I’m the Chair of the section – it’s the kind of slippery slope that you’re darn glad you started on, and the landing is pretty plush.

Most of the positions on the Executive Committee and the standing committees are *not* laborious. Most Executive Committee positions involve a bit of tracking information down, weighing in at the Executive Committee meeting and over email between meetings, and paying attention to what’s happening in the section and in the math community. And the positions on the standing committees are usually a bit of work maybe during the month before a meeting, but that work is shared between several people . . . the committee chair needs to take the lead in assigning tasks, but, really, that’s sending a few emails.

What you get back for your service is pretty darn amazing – you get a connection to people around the section, a feeling of ownership and responsibility for the mathematics community around you, and a thrill when you get see things come together. You get work friends at other institutions, who listen and appreciate you and your efforts. Oh, and on paper, you can claim professional service and that looks good to the various “boss” people. IRL, tho, you get so much more than lines on your portfolio.

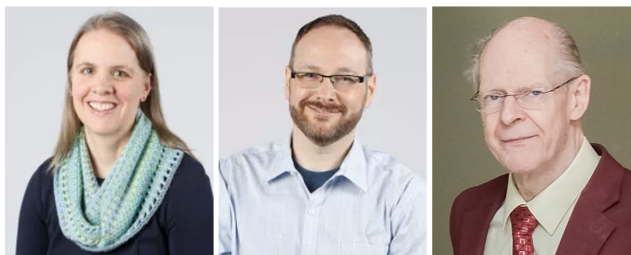
Volunteer. Become part of our community. And, if you already serve the section, thank you. (Please drop me a Section Note for the next Current, too!)

Elizabeth Wilcox (State University of New York at Oswego), Section Chair

SECTION NOTES

SUNY Oneonta

As the Fall 2026 semester began, the Mathematics, Computer Science, and Statistics Department at SUNY Oneonta saw a few changes. Dr. Leah Bridgers has been promoted to associate professor, Dr. Keith Jones has been promoted to full professor, and Dr. Constant Goutziers, who has been with us since 1987, has retired.



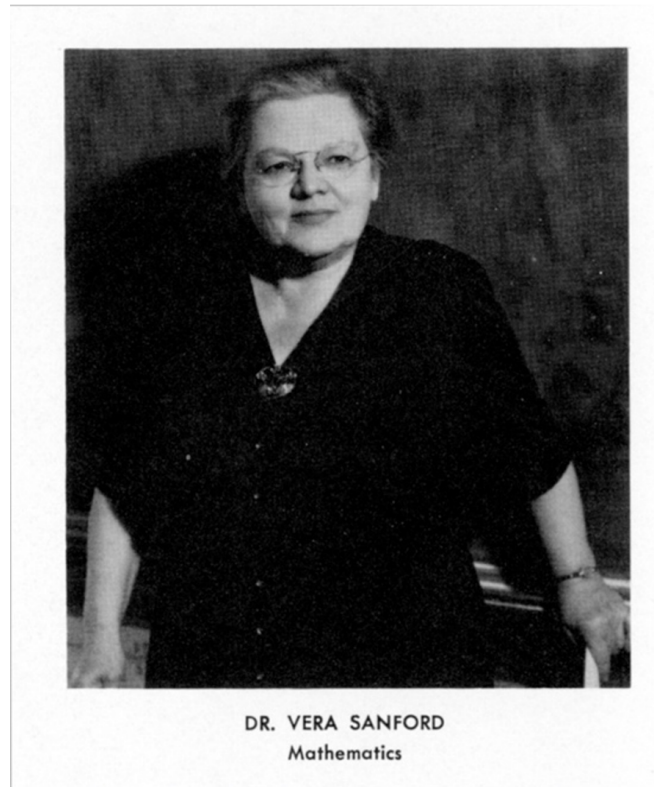
From left to right: Dr. Leah Bridgers, Dr. Keith Jones, and Dr. Constant Goutziers.

Congratulations to Leah and Keith on their well-deserved promotions, and congratulations to Constant on a well-deserved retirement after 39 years of service to SUNY Oneonta and its students. We look forward to continuing our work with Leah and Keith, and we wish Constant all the best in retirement.

The 30th Anniversary of the Sanford Society

Written by **Toke Knudsen**

(Mathematics, Computer Science, and Statistics Department, SUNY Oneonta)



*Photo of Vera Sanford. The Oneontan [1955]. Used with permission from **Milne Library**, SUNY Oneonta.*

In the fall semester of 1996, SUNY Oneonta's mathematics student club changed its name to the **Sanford Society**. The new name was suggested by Frank Kost¹ to celebrate **Vera Sanford (1891–1971)**.

Sanford, who got her PhD from Teachers College, Columbia University, in 1927² and was a faculty member at SUNY Oneonta³ from 1933 to 1959, is unquestionably the most impressive mathematics faculty member our institution has had. Not only was Sanford known as an excellent educator, but she was also well published (including her book **A Short History of Mathematics**), worked on the mathematics curriculum at the state level, and served as chair of the Mathematics Department for many years. On top of that, Sanford was a woman with a PhD in a leadership role at a time when both were rare. Carey W. Brush, who wrote a two-volume history of SUNY Oneonta, notes: “[Sanford’s] presence on the staff was an important factor in raising the scholarly reputation of the Oneonta Normal School” [Brush 1965, p. 175].

The 30th anniversary of the club being named the Sanford Society was celebrated on Friday, September 25th, 2026. The club had invited Kost to give opening remarks and Leah Bridgers (Department of Mathematics, Computer Science, and Statistics, SUNY Oneonta) to give a talk about Sanford.

Kost's remarks centered on his interest in the history of SUNY Oneonta and Sanford's importance to that history. In particular, he emphasized SUNY Oneonta's origin as a normal school and Sanford's commitment to give women a mathematical education.

¹Frank Kost was a member of the Mathematics Department at SUNY Oneonta from 1969 to his retirement in 2007.

²Sanford's doctoral advisor was **David Eugene Smith**.

³SUNY Oneonta was known as the Oneonta Normal School when Sanford was hired.

Bridgers's talk was based on an article she wrote with Toke Knudsen that was published in [MAA Convergence](#) in December 2024.^a The talk outlined Sanford's life, including her family background, education, and work history, and then gave an overview of Sanford's book *A Short History of Mathematics*.

The event was a success. There was a good turnout of both students and faculty. Several guests were also in attendance, including Vincent Foti, a retired dean, and Christine Davis, a school principal and former student of Kost, which enriched the discussions. Pizza, cookies, and cupcakes were served. It was a wonderful celebration of the student club and the legacy of Sanford.

References

Brush, C. W. 1965. *In Honor and Good Faith: A History of the State University College at Oneonta, New York*. Faculty-Student Association of SUNY Oneonta.

The Oneontan. 1955. "Dr. Vera Sanford, Mathematics." *The Oneontan: A Book of Hours for 1955*: 14. Oneonta, New York: The Students of the State University Teachers College.

^aThe article is available [on the web archive](#). At the beginning of 2025, MAA Convergence moved into the Taylor & Francis portfolio of MAA journals. The transition is ongoing, and articles in the journal from 2004 to 2024 are currently only available on the [Internet Archive Wayback Machine](#).

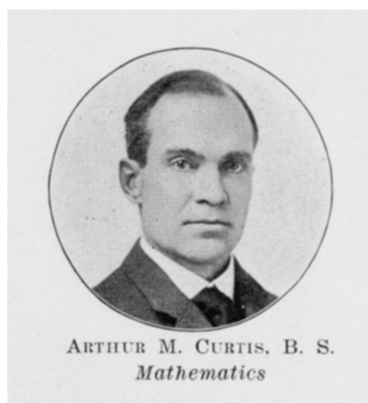
The Diaries of Arthur M. Curtis

Written by Abigail Draper^a, Sadie Hall^b, and Emma McCarthy^c

Communicated by [Toke Knudsen](#)

(Mathematics, Computer Science, and Statistics Department, SUNY Oneonta)

Arthur Mills Curtis (1866–1951) taught Mathematics and Penmanship at the Oneonta Normal School, now the State University of New York at Oneonta (SUNY Oneonta), in Oneonta, New York, from 1895 to 1933. Four diaries written by Curtis, covering the years 1910 to 1913, are preserved in the Alden Room in [Milne Library, SUNY Oneonta](#). In the diaries, he wrote down his views on current events of the time, participation in women's suffrage, religious ideals, involvement in the community, and relationships with his colleagues. Known as a competent educator, the diaries give us insight into Curtis's personal life.



Arthur M. Curtis. *Oneonta Normal School, 1906 yearbook*. University Archives & Special Collections, SUNY Oneonta. Used with permission.

^aAdolescent Education and Mathematics major at SUNY Oneonta.

^bMathematics and Statistics major at SUNY Oneonta.

^cAdolescent Education and Mathematics major at SUNY Oneonta.

A Visit to Quaternion Bridge

Written by [Toke Knudsen](#)

(Mathematics, Computer Science, and Statistics Department, SUNY Oneonta)

First published in [HOMSIGMAA News](#) XVI:2 (September 2026)

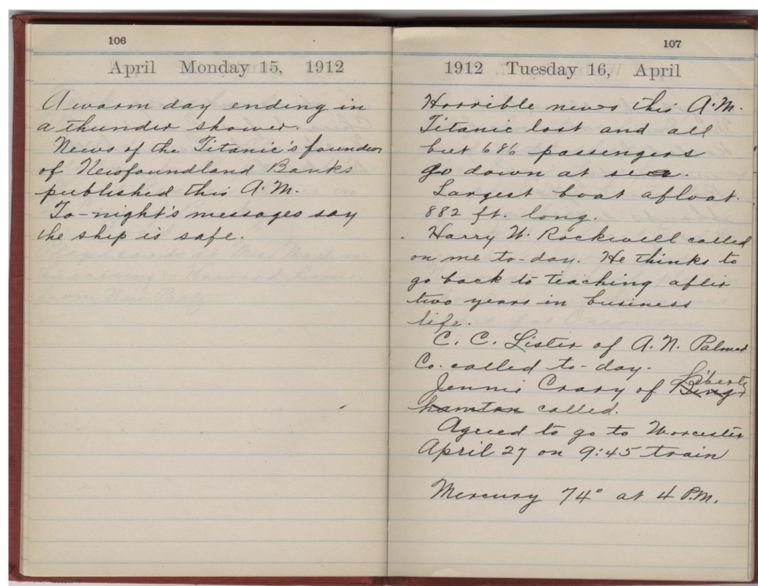
In the early 1840s, the Irish mathematician Sir William Rowan Hamilton was working on extending the complex numbers, which can be thought of as points in a plane, to higher dimensions. Points in space (three dimensions) can be represented as triples of real numbers. Addition of such triples is straightforward to define, but Hamilton could not figure out how to define multiplication for them.



Broom Bridge. Photo by Toke Knudsen.

Article continues on the next page, in the next box.

We began our work on Curtis's diaries in Spring 2025 as a project in the course History of Mathematics, taught by Toke Knudsen, and we continued it in Fall 2025 in an independent study, supervised by Knudsen. We were particularly drawn to the diaries because of the challenges presented by Curtis's intricate cursive handwriting. We did not know anything about the contents of the diaries when we started reading them. Throughout the project, we worked closely with Knudsen and Heather Stalter (Reference and Special Collections Librarian at Milne Library).



Diary pages from April 15th–16th, 1912, which mentions the Titanic. University Archives & Special Collections, SUNY Oneonta. Used with permission.

Throughout the two semesters, we carefully examined each entry and produced accurate transcriptions of the original text. By compiling these transcriptions, we were able to gain a more comprehensive understanding of Curtis's life, experiences, interests, and the individuals and events that were significant to him (there is no mathematical content in the diaries). Our independent study also involved developing metadata for the collection in preparation for its publication on New York Heritage Digital Collections. This process required us to complete metadata training, develop proficiency in organizing and managing information using Excel, and devote considerable time to the careful entry and importation of data. Through this work, we gained valuable experience in archival research, historical documentation, and digital preservation. As the project progressed, our continued engagement with the diaries deepened our interest in Curtis's life and strengthened our appreciation for the importance of preserving and providing access to primary historical sources. At the end of the project, we had transcribed the entirety of Curtis's four diaries, and this valuable historical material could then be made accessible to the public.

Collectively, we had the opportunity to present our work several times. We spoke about Curtis's diaries at a celebration of the International Day of Mathematics at SUNY Oneonta on March 11th, 2026; we gave a talk about the diaries at the **Greater Oneonta Historical Society** on April 2nd 2026; and we did a poster presentation about the diaries for **SUNY Oneonta's** Student Research and Creative Activity (SRCA) Showcase on April 22nd, 2026.

Continuing from the previous page, ...

On October 16th, 1843, Hamilton was walking with his wife Helen Bayly. As the couple reached Broom Bridge, which crosses the Royal Canal in Dublin, Hamilton suddenly realized how to define multiplication of quadruples (rather than triples), and he carved his insight into the bridge:

$$i^2 = j^2 = k^2 = ijk = -1.$$

Hamilton called quadruples with multiplication defined in this way for quaternions. A quaternion has the form

$$a + bi + cj + dk$$

where a , b , c , and d are real numbers, and 1, i , j , and k are the basis elements. The quaternions form a non-commutative extension of the complex numbers.



Plaque commemorating Hamilton's discovery. Broom Bridge. Photo by Toke Knudsen.

A plaque on Broom Bridge commemorating Hamilton's discovery reads:

Here as he walked by on the 16th of October 1843 Sir William Rowan Hamilton in a flash of genius discovered the fundamental formula for quaternion multiplication

$$i^2 = j^2 = k^2 = ijk = -1$$

& cut it on a stone of this bridge

On July 1st this year, I visited Broom Bridge with my wife and daughter. It is a beautiful old bridge still in use. Despite its narrowness, traffic crosses the bridge in two directions. Everybody can enjoy the bridge and the landscape surrounding it, but only few can appreciate what the plaque celebrates. For these few, the bridge is, as Hamilton's sons called it, *Quaternion Bridge*.

Continuing on the next page, in the next box.

Our work is published on New York Heritage Digital Collections at <https://nyheritage.org/collections/arthur-curtis-diaries>. The link contains scans of the diaries along with our transcriptions (click on 'Explore the Collection'). The scans are the focus, but every page of each diary has the transcription pasted in the transcription field and is fully searchable. The name of the one of us who did the transcription of the current page is listed under "Publisher of Digital."

Having the transcriptions of the diaries available to read on the [New York Heritage Digital Collections](https://nyheritage.org/collections/arthur-curtis-diaries) website allows a wider range of people to connect with the history of Oneonta and SUNY Oneonta. Primary sources like these can foster a feeling of connection to the history of a small town. The diaries are also a valuable resource for local historians and researchers.



Sadie Hall, Emma McCarthy, and Abigail Draper by their poster at the SRCA Showcase. Photo by Toke Knudsen.

We invite you to explore Curtis's diaries and our transcriptions on [New York Heritage Digital Collections](https://nyheritage.org/collections/arthur-curtis-diaries). If you want to see the original diaries, you are welcome to visit Milne Library at SUNY Oneonta, where other materials pertaining to Curtis are also kept. Appointments can be made with Heather Stalter (heather.stalter@oneonta.edu).

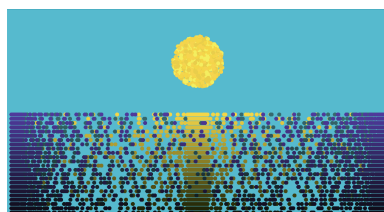
Acknowledgements

We want to thank Toke Knudsen, Heather Stalter, and Claire Lovell (Digital Services Librarian, South Central Regional Library Council) for their help with the project.

Color Play

Elizabeth Wilcox

Did you notice in the last *Current*, vol. 49(2), there was an image of a sunset? The hardest part of that sunset was my effort to



My sunset.

algebraically describes shades of yellow for the sun – I gave up! Without rules, I couldn't randomly generate a color and know that it would be yellow. And that's where this next story, on playing with color, begins. Sorry of – it begins on the next page.

"A Visit to Quaternion Bridge", in conclusion.

I highly recommend a visit to the bridge. Broom Bridge is a mathematician's must-see! It is easy to get to, too: Take the train to Broombridge station, and the bridge is right there.



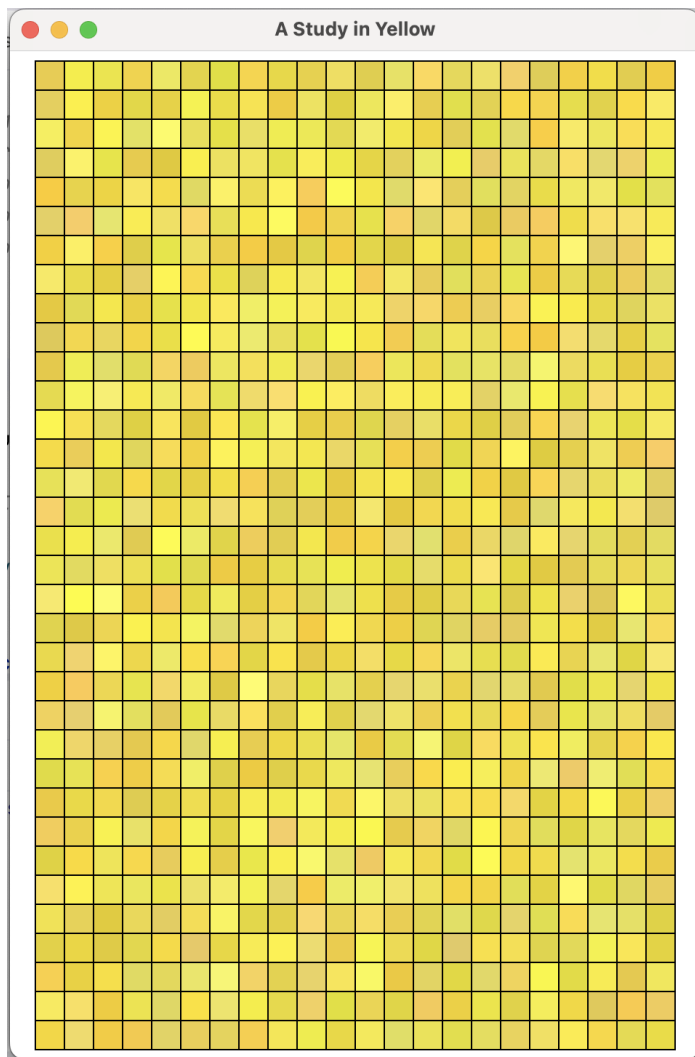
Toke Knudsen at Broom Bridge. Photo by Ida Knudsen.

Know an excellent teacher?

Have you thought about nominating them for the MAA Seaway Section Clarence Stephens Section Award for Excellence in Undergraduate Teaching, supported by the Carol Crawford Teaching Award fund?

Nominations are simple – contact the person and confirm that they are willing to be considered for the award. Nominees will later be contacted and asked to supply 5 letters of support from colleagues, and they must be an MAA member in order to be considered. It helps if the person nominating the individual is willing to write a letter, but that's not required.

Nominations are submitted by emailing Professor Hossein Shahmohamad at hxssma@rit.edu by January 30, 2027. Check out the Awards page at maaseaway.org for more information on past recipients of the award.



A random selection of colors obeying my rules for yellow.

rules produce lean towards orange, some lean a little green, but on the whole my rules for yellow seemed fine. Just, very *on the fly*.

Nonetheless, I moved on to orange and brown. One could argue that I need to consider purples, pinks, and other shades – I likely will, in time. And, also, there are questions of how much blue can be present for a good red, etc.

Orange Rules, From Elizabeth

$$225 \leq R \leq 255$$

$$0.5R \leq G < 0.8R$$

$$0 \leq B < 0.8G$$

Brown Rules, From Elizabeth

$$51 \leq R \leq 200$$

$$0.5R \leq G < 0.8R$$

$$0 \leq B < 0.8G$$

But, I *really* want to know if there are “standard” rules that I simply could not find in a quick internet search. I asked Google’s browser-based AI and I asked Google Gemini for their rules, presumably scraped from everything on the web. The resulting palettes are shown on the next page, and you can judge for yourself which sets of rules do a better job of describing the range for the goal color. I freely admit that there’s one color my rules need serious improvement on – can you guess which one? (In my opinion, of course!)

Perception of color is incredibly subjective. And no matter which rules we settle on, there will be “rogue” coefficient combinations that do not obey the rules but are the “right” color anyway. But, it just doesn’t make sense to me. We have this simple, clean, and easy-to-explain system for describing color. Why are the actual color ranges themselves so hard to describe algebraically? What is it about color that is so cantankerous? Perhaps that difficulty in “capturing” color is what I find so intriguing, so hard to step away from . . .

“Color Play” continued . . .

Digital color channels are typically red (R), green (G), and blue (B). Every color corresponds to an integer linear combination of those “basis vectors”, with coefficients ranging from 0 to 255. Black is (0, 0, 0) and white is (255, 255, 255). You can easily make pretty nice shades of red by playing with the coefficient in the first coordinate, and similarly for greens and blues.

But, what coefficients make yellow? More importantly, what algebraic rules for the coefficients describe yellow? See, I wanted to be able to randomly generate three numbers, put them into my program, and know that yellow would be the resulting color. This gives interesting variation each time I look at an image, and yet also maintains some consistency in my “artwork”.

I did ask the internet, and came up with nothing. Then I spent a long time looking at RGB color pickers collecting data on the coordinates so that I could guess what rules might work. Here’s what I came up with:

Yellow Rules, From Elizabeth

$$225 \leq R \leq 255$$

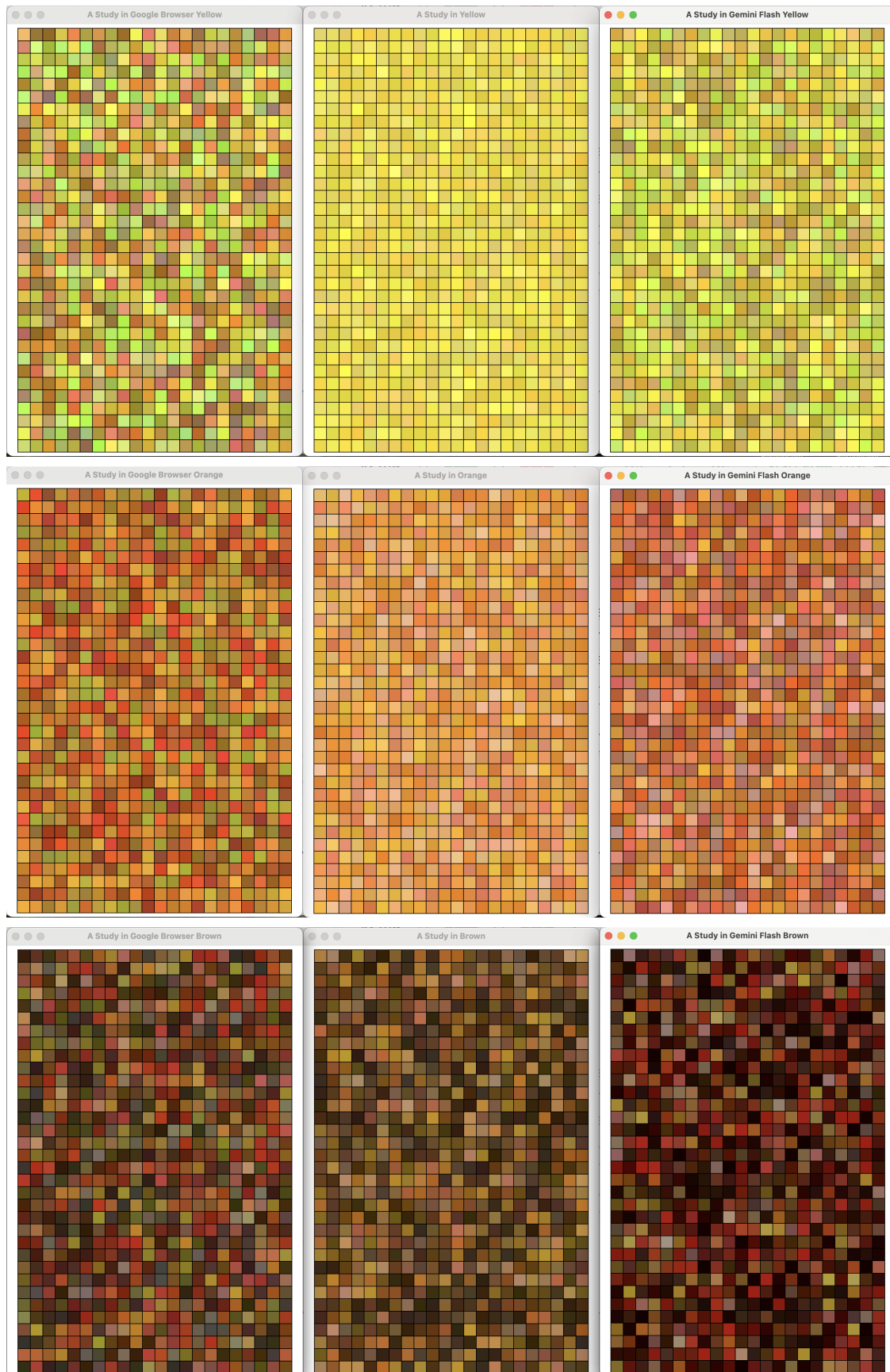
$$200 \leq G \leq R$$

$$0 \leq B \leq 95$$

This approach is reasonable, but incredibly dissatisfying – I just estimated. I guessed, I checked. That is not rigorous!

To check my rules, I wrote a program to paint as many different randomly selected shades of yellow as my eyes would be able to withstand and understand. And I ran that program dozens of times. Some of the shades my

In each image, a palette of “Google Browser” colors is on the left and “Google Gemini” colors is on the right, while “Elizabeth” colors are in the middle. Each palette is quite lovely, but I have opinions on who is better at describing colors.



Feel free to get in touch if you are interested in the rules that the LLMs gave me; each time you ask an LLM a question you will get slightly different answers but I am happy to share the answers given to me. –Elizabeth

REPORTS & MINUTES SINCE SPRING 2026

1. TREASURER'S REPORT – FALL 2026

Gordon Craig, Seaway Section Treasurer

Since I presented a budget for 2026 and financial statements for 2025 in my previous report, this one will be short. Our winning streak, on the levels of both financial success and quality-of-meeting, kept going, with the fall meeting at Saint John Fisher earning a surplus of \$1137.64. Thanks to Ryan Gantner and his team of local organizers for keeping costs to the section down, to Saint John Fisher's administration and math department for their generosity and to all the attendees who contributed to making the meeting a financial success. I'd like to give a special shout-out to the 21 people who donated either \$10 or \$20 to support student attendance, as well as the institutions who contributed money to cover their students' attendance, thereby lifting a burden on the section.

Our current trajectory, with two meetings per year at the present fee structure seems sustainable for the near future, with a cushion for meetings running over.

I'd like to mention that, due to term limits on the treasurer's position, I'm in the twilight of my mandate. If you or anyone you know would be interested in taking over, please get in touch with the exec!

Respectfully submitted,

Gordon Craig (York University/Université Laval/Trent University), Seaway Section Treasurer

2. THE SECTION REPRESENTATIVE'S REPORT – FALL 2026

The 2026 MAA MathFest was held on August 5-8, 2026, this year in the city of Boston, MA. Many talks, mini-courses, presentations and programs were offered over the 4-day event. The MAA Pavilion in the Exhibit Hall was one of the main attractions. Prizes, awards, backgammon games, bingo and Rubik's cube were all around. Various SIGMAA business meetings were held among industry, government and mathematicians.

The MAA Congress (formerly known as The Board of Governors) met on August 5, 2026 and in a day-long meeting discussed many topics such as strategic plan, impact report, website updates, council roundtable, communication values, amendments to congress bylaws, election of at-large members, and election process.

The 2027 MAA MathFest will be held on August 4-7, 2027 in New Orleans, LA.

Respectfully submitted,

Hossein Shahmohamad (Rochester Institute of Technology)

3. THE EXECUTIVE & EXTENDED EXECUTIVE COMMITTEE MEETING – April 17, 2026

Present: Elizabeth Wilcox, Adam Giambrone, Jolie Roat, Jane Cushman, Dan Look, Brad Emmons, Jeff Johannes, Gordon Craig, Ryan Gantner, Hossein Shahmohamad, Judith Covington

Approval of minutes from Fall 2026 Executive Committee meetings

Minutes approved.

Reports from officers

(a) Chair (Brad Emmons)

Full report below [*editor: above in the newsletter*].

Chair's report is posted in the Google drive. Thank you to St. John Fisher University and Ryan Gantner for hosting the spring meeting. Our section visitor this weekend is Judith Covington, chair of Council on Sections.

Future meetings will be at Utica in the Fall 2026 (Oct. 23-24), strong possibility of Geneseo in Spring 2027, and possibly Potsdam in Fall 2027.

This is the first year that the teaching award will include the Carol Crawford teaching fund. There is a

reimbursement form to request the funds. Can be a check from the Section and then MAA reimburses the Section, or could have MAA send the money directly.

There is no update regarding covering costs of an extra night for a speaker.

This is Brad's last meeting as chair of the section. He thanked the executive committee and shared that it has been a pleasure to serve in this role.

(b) Chair-Elect (Elizabeth Wilcox)

No report.

(c) Program Chair (Adam Giambrone)

As of Friday afternoon, there are 109 registered participants (just under half are students). There are a lot of good sessions scheduled including parallel options for students during the business meeting. There are 16 contributed talks, 4 student talks, several posters and 14 participants registered for Seaway NExT workshop. The next meeting is October 23-24 at Utica. We are still looking for speakers.

(d) Treasurer (Gordon Craig)

The section will break even at this meeting and made out well for last meeting. Gordon will be presenting the budget and financial statement for next year, though we are in a good place now. This is some concern about student lunches and the banquet (if we don't meet the minimum amount, we often need to pay extra for catering).

Gordon was asked if our model is currently sustainable. It appears to be for now. Our registration fees are quite low compared to other sections.

(e) Secretary (Jolie Roat)

The MAA has changed the meeting reports and annual reports. Meeting reports are now due on November 30 and June 30 of each year, and mostly contain questions related to information specific to section meetings, such as number of participants, number of contributed talks, etc. The annual report now includes more open-ended questions. Jolie will send out a survey after the fall meeting to collect responses for the open-ended questions to have a draft available for discussion at the spring meeting. The financial report is still submitted each year by the Treasurer.

Seven members will be recognized at the banquet for the years of membership. With 25 years: James Mingo, David Taylor, Timothy Frawley, Charles Haff, and Daniel Thomas. With 50 years: John Best and Nathaniel Silver.

The Seaway Section will be due for Bylaws revision in 2027.

(f) Two-Year College Representative (Jesse Clark-Stone, in absentia)

Jesse was unable to attend the meeting, but report was in the newsletter. He is interested in finding ways to get more involvement from community colleges, though they have their own organization with meetings. Section visitor Judith suggested speaker Katherine Kozak (Chair of Congress) in the section visitor program. Kozak is former past chair of the two-year organization.

Report from the Section Representative (Hossein Shahmohamad)

MathFest this year will be in Boston (August 6-9). Hossein is finishing his third year, so next year will be the last year and we will need to begin looking for nominations for a new Section Representative. If there are any issues/challenges/ideas, let Hossein know and he will bring it to the meeting.

Reports from committees and other Extended Executive Committee positions

(a) Program Committee (Adam Giambrone)

No report.

(b) Student Program Committee (Keiko Dow)

Did specific outreach to graduate programs in the section to encourage graduate student attendance at Section NExT workshop. Blair Madore is hosting a game night for students tonight and there are other student activities at this meeting.

- (c) Randolph Lecture Committee (Dan Look)
Will be asking Ryan Gantner to speak at the Fall 2026 meeting.
- (d) Gehman Lecture Committee (Shay Fuchs)
Chantal Buteau will be giving a talk on Saturday titled “Mathematics as a Human Science”.
- (e) Educational Policy Committee (Jane Cushman)
There have been no reported issues related to the recently released AP Precalc exam. NYSED is “uncoupling” Regents exams from graduation requirements. Students will be able to complete “experiences” and other assessments to meet graduation requirements. This may mean a loss of standardized scores, potentially impacting placement. It is worth considering how the alternative assessments may lead to changes in the general education curriculum.
- (f) Distinguished Teaching Award Committee (Hossein Shamohamad)
This year’s award will recognize Jeff Johannes. There were quite a few strong nominations this year. If not selected this year, candidate will need to be re-nominated. The website will need to be updated to include the recent winners.
- (g) Nominations Committee (Ryan Gantner)
The two-year college representative, Jesse Clark-Stone, is standing for re-election. There was brief discussion about the role of the position and if the name accurately reflects the institutions the position is intended to represent. For example, the technology colleges (as defined by SUNY), in addition to the community colleges. There was also a suggestion of reaching out to NYMATIC for collaboration or contacts for panels focused on the needs of these institutions.
- (h) Seaway NEXT Advisory Committee (Marie MacDonald/Zoë Misiewicz)
Workshop on motivating struggling students and teaching in hard times (students in crises and political changes) is running Friday afternoon. It was organized by Marie MacDonald and Zoë Misiewicz. They did not receive names of new faculty this year and are wondering if Friday afternoon is perhaps a challenge for participation.
- (i) Distinguished Lecturer Committee (David Brown)
No report. This committee has been dormant for a while and there are questions of whether the program is currently financially viable. The program needs to be evaluated.
- (j) Liaison Coordinator (Jeff Johannes)
No report.
- (k) *Seaway Current* Editor (Elizabeth Wilcox)
The *Seaway Current* has been posted on the website.
- (l) Webmaster (Cesar Aguilar)
No report.
- (m) Public Information Officer (Christine Uhl / Christopher Hill)
No report. There was a question about contacting Chris Hill to get information about what the different outlets we are using are, as well as the workflow for communication and using these outlets.
- (n) Merchandise Master (Elizabeth Wilcox)
Merchandise will only be available at the banquet this meeting. There was discussion about centralizing this process and a suggestion that perhaps this position should be turned into a committee.

Old Business

- (a) The Crawford Award
Discussed in Chair’s report.
- (b) Supporting an Additional Night for Guest Speakers with inconvenient travel
Postponed until next meeting.

New Business

- (a) Local Hosts for Fall 2026 and beyond

Announced earlier in meeting. We are always looking for hosts.

(b) Registration/Lunch/Banquet Fees

(c) Attendance Issues and the sustainability of our model

Registration/Lunch/Banquet fees were discussed in tandem with attendance issues and the sustainability of our model.

About half of the attendees at our meeting are students, who do not pay registration, and there is growing concern about funding support for faculty.

There was discussion about the current banquet model. The following questions were raised: Would other models, such as at a restaurant, or an informal dinner instead, be acceptable to the Section? How would an informal dinner affect the Friday night speaker? What price is reasonable for the banquet and since the banquet frequently subsidizes lunch, what price is reasonable for lunch? Would it make sense to give host institutions more options of what the banquet looks like? It was suggested to keep banquet costs under \$60 and lunch under \$25.

Current registration fees are \$28 (up from \$22), with undergraduate students, graduate students, and K-12 teachers having no registration fee. The registration fees cover lunch, honoraria, hotel for speakers, prizes and merchandise for speakers. It was recommended that changes to registration fees should be made by academic year to assist faculty in planning their travel budgets each year.

Judith shared that in her section (Louisiana/Mississippi), faculty registration is \$100. They have meetings once a year and participation is about 150 attendees. They also charge more for non-MAA members. A question was raised of how this could be tracked if we do not use the MAA's registration system.

Proposal for Registration: Keep registration fee at \$28 for the next academic year (2026-2027), with the treasurer monitoring to ensure it is reasonable and sustainable. This fee would be reassessed on a two-year basis. *Proposal passed.*

(d) Program Roll outs.

Not discussed

Respectfully submitted,

Jolie Roat (SUNY Cortland)

4. THE BUSINESS MEETING –April 18, 2026

Reports from Officers

(a) Chair (Brad Emmons)

Our Section Visitor for this meeting is Judith Covington, Chair of the Council on Sections. The executive committee is currently working on a policy for determining when a speaker should receive extra support. MAA has changed the format of the meeting and section reports. Jolie will be taking lead on these. The executive committee would like to revive the Distinguished Lecturer Committee. The Section is always looking for volunteers to join committees. If you are interested in getting involved, reach out to Executive Committee members.

We are currently having discussions related to fees. The committee has developed “soft” guidelines for how much we are willing to spend on banquet or lunch fees. The committee discussed ideas for alternate banquet formats with a goal of keeping costs low and encouraging meeting attendees to come. The current registration rate is \$28 and that will be kept for the duration of the next academic year. It will be reevaluated next spring, with the plan to raise it no more frequently than every two years.

(b) Treasurer (Gordon Craig)

Financial statements for 2025 and the 2026 budget is available in the *Seaway Current*. We have been breaking even on recent meetings, with registration fees subsidizing student lunches. There are potential issues with low attendance numbers and minimum requirements for catering. There will be an election for the treasurer position next year.

(c) Program Chair (Adam Giambrone)

There are 109 registered participants, including 45 undergraduate students and 8 graduate students. There were 7 participants in Friday's Seaway NExT workshop and there are two panel discussions taking place on Saturday. There is a question of if we should consider having poster sessions run once a year as opposed to twice

a year. The fall meeting will be at Utica University on Oct. 23-24. The banquet speaker is confirmed. If you have any ideas for future programs, please let Adam know.

- (d) Section Rep (Hossein Shamohamad)
MathFest will be in Boston this year.
- (e) Two-Year Representative (Jesse Clark-Stone)
Interested in finding ways to increase attendance from people at two-year colleges.

Reports from Committee Chairs

- (a) Student Program Committee (Keiko Dow)
There is student programming running at the same time as this meeting.
- (b) Randolph Lecture Committee (Dan Look)
An invitation will be extended soon for a fall speaker.
- (c) Gehman Lecture Committee (Shay Fuchs)
Gehman Lecture was given this morning.
- (d) Educational Policy Committee (Jane Cushman)
NYSED will be “uncoupling” the Regents exams from the high school diploma. Students will no longer be required to take the Regents exams for graduation.
- (e) Distinguished Teaching Award Committee (Hossein Shahmohamad)
Jeff Johannes is this year’s recipient.
- (f) Nominations Committee (Ryan Gantner)
- (g) There will be one election this year. Multiple positions up for election next year.
- (h) Seaway NExT Advisory Committee (Jeff Johannes / Marie MacDonald)
A workshop ran Friday afternoon, which included a lively, active discussion.
- (i) Distinguished Lecturer Committee (David Brown)
The Section would like to restart this committee, but there is currently discussion of what is feasible.
- (j) Liaison Coordinator (Jeff Johannes)
If you do not know who your liaison is, please let Jeff know.
- (k) Seaway Current Editor (Elizabeth Wilcox)
The new Seaway Current is out. If you have any articles or announcements, please send to Elizabeth.
- (l) Webmaster (Cesar Aguilar)
No report.
- (m) Public Information Officer (Christopher Hill)
If you have any suggestions about increasing the Section’s presence, please let Chris know.
- (n) Merchandise Master (Elizabeth Wilcox)
Merchandise was available during the banquet on Friday. If you are interested in helping with the merchandise, please let Elizabeth know.

Old Business

- (a) None

New Business

- (a) Elections: Two-year Representative
Jesse Clark-Stone was nominated with no additional nominations from the floor. Approved by unanimous consent.

Other Comments and Discussion

If you are planning on attending the Boston MathFest, contact Blair Madore for a possible Seaway meet-up.

Judith Covington shared that the MAA would be announcing a new math fund at MathFest designed to support students who need emergency funds to complete their programs. Additionally, Michael Pearson will be retiring at Executive Director of the MAA. If you are interested in serving on a national committee, let Judith or your Section Representative know. They are in the process of looking for committee members to start July 2027. You do not need to attend a meeting in-person to be on a committee. Section reports have been paired down. There is a plan to provide sections with feedback on their reports, with meeting and annual reports summarized and shared.

A question was posed to Judith of what she has liked about visiting the section and what suggestions she had. Judith shared she was impressed with how the meeting started on Friday evening that there was a full day of events on Saturday. She liked the idea of a distinguished lecturer in the section, as well as the variety of talks at the meeting and camaraderie she has seen throughout the meeting.

Respectfully submitted,

Jolie Roat (SUNY Cortland)