

C₃ BONDS

VOLUME 2, ISSUE 2

HOLIDAY 2003
YEAR 1

IMPLEMENTATION UNDERWAY FOR C₃ CLASSROOM TEACHERS

With the first round of classroom visits completed and the first semester of the 2003-04 academic year coming to an end, C₃ takes a look at the implementation of its strategies and concepts within the classrooms of its teacher participants. From data collected during the Program Coordinator's observations, the following statistics were noted: 86% of the classes were



engaged in investigative experiences with 72% of them done within one class period and 19% considered ongoing experiences. 18% of these experiences included



data that was analyzed mathematically through graphing or other means. 100% of the C₃ teachers were using materials and information gained from the project with 86% focusing on higher level questioning techniques and 58% implementing sponge activities or class openers. 77% of the classrooms were using science activities from the summer project or follow up workshops while 91% incorporated classroom management



techniques emphasized in the program. 95% demonstrated that their supplies and materials were in use and 58% had highlighted laboratory safety procedures. 16% of all teachers were integrating science disciplines while 46% integrated math with science, 33% integrated history with science, and 45% were integrating science with other subjects. 95% of lessons observed utilized the



learning cycle and 63% of the lessons were taught through inquiry. 10% of the students were engaged in experimental design, 3% had engaged in a jigsaw and 43% through carousel strategies. 23% had learned through demonstrations and 24% had completed molecular level drawings. 82% of classes observed were utilizing cooperative learning, 39% of those with assigned tasks and 10% included in a group grading process.



88% of the teachers emphasized student communication skills and 79% had incorporated alternative assessment techniques. 20% were using student journals and 26% used learning logs. 3% had introduced conceptests, 31% of teachers had implemented concept maps and 35% card sorts. 2% indicated the use of demonstration assessment while 8% had students engaged in performance assessment. 3% demonstrated the use of preassessments, 12% student portfolios, and 1% utilized rubrics. 23% incorporated projects with 19% of the projects individual and 25%



group projects. 40% of all teachers emphasized real world connections during their learning experiences, 10% highlighting careers in chemistry and 18% integrating technology into the science learning experiences. It looks like we're off to an excellent start and the C₃ team thanks each teacher for the terrific work done so far. Great!



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C₃ RISES TO THE "CRESCENT CITY CHALLENGE"!!

The C₃ team hosted a joint workshop session for both Year 1 and Year 2 participants during the annual Louisiana Science Teachers Association Conference held in New Orleans, Louisiana. After two full days of short courses and breakout sessions, not to mention lots of festive frolicking served up Creole style, over 30 C₃ teachers from Louisiana, Arkansas, and Texas joined 5 of Tech's GK-12 fellows to engage in the lively "C₃ Crescent City Challenge". Kicking things off with a highly energetic and hilari-



ous activity that required each person to "Find Someone Who" did a list of things typically associated with New Orleans while attending the LSTA conference, the session was off and running in typical C₃ fashion—fast and fun!

Following the awarding of fabulous prizes to the winners, including Year 1 folks **Lulu Martin, C.E. Byrd High School** and **Cindy Tolliver, Airline High School**, cooperative groups then engaged in the "Ten Second Tower" challenge. Each group worked together to design the tallest tower that could be built from one piece of construction paper, then stand freely for 10 seconds. Year 1 teacher **Christina Istre, Breaux Bridge High School**, was on the

winning team that produced a tower well over 5 feet tall! With more fabulous prizes presented, the whole group then dove into "Don't Burst Your Bubble", a learning experience focused on experimental design. After the cooperative group experiments and subsequent design discussion, the entire group engaged in "Putting Pen To Paper", using card



sorts to discover the development of well written scientific lab reports. From this platform, the C₃ team shared information on the upcoming publication of a research journal for student work. Each teacher was encouraged to have

students submit appropriate work for publication in the debut issue of the journal. The workshop concluded with the last of the fabulous prizes, with Year 1 teacher **Chris Baker, Choudrant High School**, going home with the special Molevis Presley figurine from the 2003 Mole Day Celebration. Thanks to everyone for their typical energy and enthusiasm. It was a terrific cap to another exciting and certainly "unique" LSTA experience. And plans are already underway for next year's meeting in Lafayette, Louisiana. C₃ will see you there!



LSTA FILLED WITH C₃ FOLKS



The 2003 Louisiana Science Teachers Association Convention was filled to the brim with C₃ teachers as both Year 1 and Year 2 groups gathered in New Orleans for the annual event held December 4-6, 2003. Many of the C₃ participants presented breakout sessions while all in attendance made the rounds and gained resources and strategies from the sessions and courses they attended. Those spotted from Year 1 include **Chris Baker (Choudrant High School)**, **Jimmie Bond (Rayville High School)**, **Andrew Coleman (Northwood High School)**, **Lamar Cranston (Pincrest Middle School)**, **Steve Gann** and **Cindy Tolliver (Airline High School)**, **Chris**

Hightower (Summerfield High School), **Christina Istre (Breaux Bridge High School)**, **Melvin Landry (Woodlawn High School)**, **Brenda Lofton (A.E. Phillips Lab School)**, **Judy Madden (Bossier High School)**, **Lulu Martin (C.E. Byrd High School)**, **Helen Odita (Green Oaks High School)**, **Nola Schmidt (Nacogdoches High School)**, **Michelle Hopkins (Ruston High School)**, **Katie Stagg (Opelousas High School)**, **Trish Tidwell (Dan F. Long Middle School)**, and **Oretha Whitley (Lincoln Elementary School)**. Thank you for representing C₃ in such an outstanding way! As always, you were fantastic!!



MARK YOUR CALENDARS NOW!!



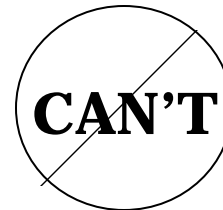
Dates To Remember:

February 21-22, 2004: Year 1 Workshop Weekend #2

April 2, 2004: Deadline for Student Submission for the Research Journal

June 20-July 2, 2004: C₃ Year 2 Summer Institute

DON'T USE FOUR LETTER WORDS:



"LOST TIME IS NEVER FOUND AGAIN."

Benjamin Franklin

BREAKING DOWN THE BOARD

Year 1 C₃ teachers are currently engaged in three different online assignments as their Blackboard experience continues. With 100% of the Year 1 participants successfully completing the Learning Cycle assignment and discussion, 84% have now addressed Assignment #2. The second discussion stems from the first video lesson and critique that each teacher is required to complete during the first semester of the 2003-04 academic year. After completing the filming and subsequent critique of the video lesson, each teacher reflected on the following: *was arranging the taping of the lesson difficult, what type of assistance did you receive in order to accomplish your goal, how did you feel during the filming process, what type of reaction or response did your students have to you filming their class, describe your feelings as you began reviewing and critiquing your video, what is the main thing you*



want to work on before you video your second lesson next semester, do you have any "words of wisdom" for your C3 colleagues who haven't completed their first video yet? And with only 4 more posts to go, the Year 1 group looks poised to once again make a run with a 100% completion! Furthermore, 32% of the group has already initiated the discussion for Assignment #3. The third installment features a discussion surrounding the different C₃ strategies that the teachers have implemented in their classrooms throughout the fall semester. Teachers are discussing strategies that have yielded the greatest success, those that they feel require more of their attention and focus, and areas that may not have been implemented to date. Cathi appreciates the excellent job that everyone is doing with the online learning community and encourages each Year 1 participant to complete ALL assignments by 2004!



2004 CLASSROOM VISITS ARE RIGHT AROUND THE CORNER!

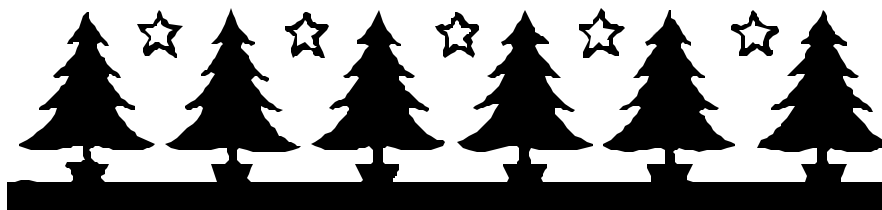
With the first set of classroom visits now completed, Cathi is already gearing up for the next round of teacher observations. Slated to begin in early January, the visits will be similar to what the C₃ teachers have already experienced. However, during the second round we will be looking for more of you to implement strategies that you might not have had a chance to try during the earlier part of the academic



year. The areas needing more focus and attention can be noted in the implementation data recorded in our opening article. Each C₃ teacher is encouraged to think of additional strategies that they can try and then challenged to work diligently toward further implementation in 2004. Let's really put our C₃ experiences to work for us as we get the new year underway—make 2004 a year to remember!!



M E R R Y
C H R I S T M A S F R O M
T H E C ₃ T E A M !!!

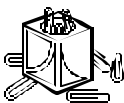




SPOTLIGHT ON C₃ SUCCESS



Nola Schmidt, Nacogdoches High School, incorporated the Colorful Clips learning experience into her classes and shares that it worked beautifully. Plus, Cathi got to observe her facilitating it and can report that SHE did a terrific job as well! . . .



Trish Tidwell, Dan F. Long Middle School, dug into her C₃ notebook, discovered the Energy Resource Jigsaw, and engaged her students in a modified research jigsaw. Terrific **Trish!** . . .



Katie Stagg, Opelousas High School, engaged her students in the study of atoms by beginning with a demonstration using a hammer and baggie of sand. Interesting . . . **Christina Istre, Breaux Bridge High School**, also used the Colorful Clips activity in her



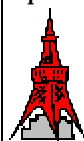
classroom and even extended it by using students as reactants in a larger scale model demonstration of what occurs in chemical reactions and the equations that result. In addition, **Christina** reports that she is working hard on incorporating all C₃ inquiry labs. Wonderful! . . . **Judy Madden, Bossier High School**, surprised her students by clearing



all the desks out of the classroom so that the students could set up an investigation into rate of speed. Cooperative groups did a terrific job with the learning experience and **Judy** shares that similar activities have been equally successful. Fantastic! . . . **Steve Gann, Airline High School**, extended his students' study of simple machines by engaging his students in a cooperative group "Millennium Tower" challenge.



Based on their understanding of concepts previously covered, students designed and constructed towers that featured the interaction of different simple machines. Fun! . . . **Helen Odita, Green Oaks High School**, is emphasizing concept mapping and card sorts. In addition, her students are presenting group projects and focusing on their communication skills in the process. Fantastic! . . . **Andrew Coleman, Northwood High School**, preceded his facilitation of Colorful Clips by engaging his students in a candy bar relay that he developed based on chemical formulas. The students had a blast and did an excellent job. Wonderful! . . . **Michelle Woodruff, Huntington High School**, used models in demonstration form as a review prior to having her students extend their knowledge in the lab with model kits. Peer instruction was used very effectively within



the learning experience. **Michelle** also used the periodic palate and playing card sort, sharing that it was awesome. Great job! . . . **Melvin Landry, Woodlawn High School**, is using C₃'s cooperative grouping strategy as well as implementing lots of investigations and writing. Through the learning cycle, **Melvin** set up a lab that engaged the students in identifying unknown solutions based on their chemical properties. Wonderful! . . . **Cindy Tolliver, Airline High School**, also using cooperative grouping, engaged her students in a classification experience that was "out of this world"! Using observation skills and carefully recording data, students looked at characteristics of aliens and developed classification systems. Fun! . . . **Jimmie Bond, Rayville High School**, reports that he has begun digitizing all permanent slides and burning them onto CDs. Great! . . . **Lulu Martin, C.E. Byrd High School**, bravely engaged her students in the hydrogen/oxygen rocket lab and launch the week before Thanksgiving break. Though wild at times, **Lulu** shares it was lots of fun and the students did a wonderful job. Super! . . . And as usual, the C₃ teachers continue to delight and dazzle Cathi as she makes her way into each classroom represented. Excellent job everyone. Way to really let your light shine!!



MARKING A MAGNIFICANT MOLE DAY!! On October 23, teachers and students across the country engaged in the annual Mole Day Celebration. C₃ teachers were challenged to develop something special in their classrooms in an effort to initiate their students into the wild and wacky world of celebrating the mole! Dangling "fabulous prizes" out there as an incentive, Cathi asked anyone who organized something for Mole Day to submit it in the first annual C₃ Mole Day Challenge. And **Marilyn Cox, La. Tech**, was the only one brave enough to step out there and try it! She took home the prize for having her students munch on molar vitamins (M&Ms, Skittles) while working in cooperative groups for exam review, then had a class sing-a-long, playing the Rock 'N Mole Song with words on a transparency—I'm sure Elvis would be proud! Wearing her Mole Day t-shirt all day, **Marilyn** was a walking commercial for all things molar, even in the mall! Thanks for going for it **Marilyn**—great job!



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CONGRATULATIONS

C₃ congratulates **Judy Madden, Bossier High School**, on her selection as Channel 12 Teacher of the Week. **Judy** was nominated by her students for using fun activities that intrigued them while they were learning.



Fantastic! . . . **Lulu Martin, C.E. Byrd High School**, received a \$750 QSM grant to purchase CPO Physics equipment and will now receive \$250 in matching funds from the Byrd Alumni Association. **Lulu** is also working with a Caddo Parish Grant (CLSY) to purchase new books for high school libraries—\$14,000 each. In addition, she was awarded a Dell Presentation Computer System. Wonderful news! . . . **Jimmie Bond, Rayville High School**, also received a QSM grant and will purchase support materials for the digital microscope he received in September. Terrific! . . . Hats off to **Chris Hightower, Summerfield High School**, for completing his Student Teacher Certification.



Also, a round of applause for **SHS** posting an 86 SBC score. The school will now receive a "reward check" for its excellent work. SUPER!



WE ARE THE CHAMPIONS!

Chris Baker, Choudrant High School, recently led his Varsity Boys' Cross Country Team to the Class B State title. In addition, **Baker's** Varsity Girls' team came home with the Runner-Up title. Congratulations to **Chris** and his award winning running program at **CHS**. It seems C₃ continues to attract folks who are gifted both in AND out of the classroom!!



BELLS WILL BE RINGING . . .

C₃ extends its best wishes to **Christina Istre, Breux Bridge High School**, who recently got engaged to Mike Riley while on a Thanksgiving trip to Japan. The wedding is slated for sometime next year. Congratulations **Christina!** The C₃ crew looks forward to celebrating with you in 2004!!



A BIG ROUND OF APPLAUSE FOR **TRISH TIDWELL, DAN F. LONG MIDDLE SCHOOL**, for successfully whipping CHEMOTHERAPY! **YOU ROCK TRISH!!**

We Do Extra Curricular, Too!



With Cross Country now under his belt, Head Coach **Chris Baker, Choudrant High School**, turns his attention to Indoor and Outdoor Track and Field . . . **Christina Istre, Breux Bridge High School**, is currently working to train her students for the upcoming Science Olympiad competitions . . . **Lamar Cranston, Pinecrest Middle School**, continues his duties as Basketball Coach . . . **Jan Cosey, Thurgood Marshall Middle School**, has started the LEAP Club—Louisiana Engineers Advancement Program. Keep up the good work everyone. Your efforts and energy are certainly appreciated by your students and respected by C₃.



Leadership Links

Chris Hightower, Summerfield High School, led the way in his community by presenting a workshop for the Cub Scouts on December 8. **Jan Cosey, Thurgood Marshall Middle School**, has been tapped as the Department Chair for 7th & 8th Grade Science. Great work folks!



"IF YOU KEEP DOING THINGS THE SAME WAY, YOU WON'T EVER GET DIFFERENT RESULTS" *advice passed along to a new recruit by his first employer*

WISHING YOU MORE IN 2004!



Happy New Year to the C₃ Crew!!



REMEMBER WHERE YOU HAVE BEEN, FOCUS ON WHERE YOU ARE GOING

BULLETIN BOARD:

Check out a super science web site: Visit <http://tryscience.org/home.html>

NASA's Student Observation Network/Sun-Earth Connection Workshop will be held January 30 & 31, 2004, at the Challenger Learning Center located in the Louisiana Art and Science Museum. For more information about this free opportunity, call 225-344-5272 ext 4 or e-mail clc@lasm.org

The Louisiana Environmental Education Association, in conjunction with the Governor's Office on Environmental Education and the Louisiana Environmental Education Association (LEEAA), is planning the 9th Annual "Sharing the Vision" Environmental Education Symposium. The conference components, an evening Exhibitors' Social on Friday, February 27, 2004, and the educational sessions on Saturday, February 28, 2004, will be held at the Holiday Inn South, 9940 Airline Highway, Baton Rouge, Louisiana. For more information, call toll-free 1-877-523-6833 or visit www.gov.state.la.us/enved/

The University of North Carolina at Asheville (UNCA) will conduct a summer comparative science education program in cooperation with the Department of Education of the University of Bath, England, June 30-July 27, 2004. U.S. Science teachers can visit English classrooms that are still in session and attend lectures on the new "National Curriculum", the historical development of the British education system and on global environmental problems. Field trips to areas of special educational interests such as Oxford University, the Slimbridge Wildfowl and Wetland Field Station, Kew Gardens, and to science museums are also part of the program. Any person who is or has been involved in science education, k-12, is eligible. The \$2500 fee covers tuition, ground transportation for the course, and four weeks of private room housing on the University of Bath campus. For information, contact Dr. Gary Miller, Environmental Studies Department, CPO #2330, UNCA, One University Heights, Asheville, NC, 28804-8511; phone 828-232-5184 (days), 828-891-9595 (nights), 828-251-6041 (fax). Registration will remain open until the course is filled.

GRAPHING WOES?

<http://nces.ed.gov/nceskids/graphing/>

Need a diffraction grating pattern? Download one at departments.colgate.edu/physics/research/optics/oamgp/gp.htm Using a photocopier, reduce the pattern to about half a centimeter per side and transfer it to an overhead transparency. Shine a laser pointer through the pattern, making sure the beam passes through the center, and project it onto a wall. The grating will split the laser beam into a row of circles and each of the circles flanking the central circle should have a small hole in the middle. The holes are a sign that light is being twisted!

Making Connections and Nutrition Across the Curriculum Workshop: a one day workshop offered to Louisiana educators on January 29, 2004. Hands-on activities will focus on becoming familiar with the Making Connections web site and the Nutrition Across the Curriculum project. Over 60 nutrition related lessons that are standards based and technology rich were created to promote teaching nutrition across the curriculum. Mileage, substitute pay, and a working lunch will be provided through the USA Team Nutrition Training Grant. The workshop will be offered at the Louisiana Center for Educational Technology in Baton Rouge, LA, from 8:30 AM-3:00PM. To register, e-mail Nancy Laird at nancy.laird@la.gov Include your name, e-mail address, phone number, district and school name, grades and subject matter taught. Deadline to register is December 15, 2003.

With the click of a mouse, you can choose from over 2000 instructional videos, 20,000 video clips, and 1500 images to use in your classroom. Contact edserv@lpb.org for your school's password to this free service. Be sure to mention your parish and school when requesting your password!

Help your students learn about molar mass, molecular volume, and Avogadro's number. Visit the following site for a terrific activity! <http://www.flinnsci.com/homepage/ctlmindex.html>.

Need \$10,000? There's still time to apply for the Toyota Tapestry Grant. For more information go to <http://www.nsta.org/programs/tapestry>

Have a question about classroom strategies in science or math that you would like help with? Contact the Math and Science Mentoring Archives at <http://www.sedl.org/scimast/archives/> The archives contain questions posed by teachers about instructional resources, teaching strategies, content, and assessment issues. You may submit your own question or read those already posted!

A DAY OF CELEBRATION, A YEAR OF FUN!



Don't Miss Out on Mole Day 2004!

The National Mole Day Foundation, Inc, has all the scoop on how "molementum" is growing!! Don't miss this opportunity to "moletiply" the enthusiasm for chemistry in your classroom by "moletivating" those around you while having loads of fun. Be a part of the excitement as C₃ continues to celebrate all things molar when October 23 rolls around next year. Begin thinking about how you can create your own unique Mole Day celebration between 6:02 AM and 6:02 PM on Mole Day. Dine at a "Mole-inspired buffet", sponsor "Mole-lympiads", crown student "Mole royalty", sing "Mole tunes", and just generally join the "Famoley" as you enjoy what is becoming the Mardis Gras of Chemistry! For more information on National Mole Day, visit www.moleday.org or e-mail mole@mhtc.net Become a member now!!

Working on classroom management and student incentives? **Michelle Woodruff, Huntington High School**, shares these tips: to make sure you are calling on different students when questioning the class, have each student prepare/decorate their own craft stick with their name on it; put all the sticks in an appropriate container and when you begin your question, reach into the container and pull out one stick. The student whose name is on the stick is responsible for answering the question! No one knows whose name is going to be pulled so everyone has to be ready. And it keeps you from calling on the same students again and again. Also, if you need supplies for your classroom, allow students to earn an "Assignment Pass" by providing needed items. You can determine what the pass is good for and what is required to earn it. Also, a "Super Chemist Award" certifying that a student has made a science discovery can be used as positive reinforcement for those who make breakthroughs with investigations, research, or any other type of work done in the chemistry classroom. You can turn this into anything you want it to be and it's a nice way to tell you students that they've done a good job!



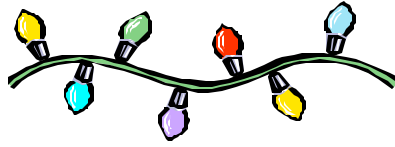
***SEEMS LIKE THE C POSSE WAS FORMED IN
NEW ORLEANS. YEÀR 1 FOLKS WATCH OUT!!!***

IS THERE A SANTA CLAUS? INQUIRING MINDS WANT TO KNOW . . .

As a result of an overwhelming lack of requests, and with research help from that renown scientific journal SPY magazine (January, 1990) - I am pleased to present the annual scientific inquiry into Santa Claus.

1. No known species of reindeer can fly. BUT there are 300,000 species of living organisms yet to be classified, and while most of these are insects and germs, this does not COMPLETELY rule out flying reindeer which only Santa has ever seen.
2. There are 2 billion children (persons under 18) in the world. BUT since Santa doesn't (appear) to handle the Muslim, Hindu, Jewish, and Buddhist children, that reduces the workload to 15% of the total - 378 million according to Population Reference Bureau. At an average (census) rate of 3.5 children per household, that's 91.8 million homes. One presumes there is at least one good child in each.
3. Santa has 31 hours of Christmas to work with, thanks to the different time zones and the rotation of the earth, assuming he travels east to west (which seems logical). This works out to 822.6 visits per second. This is to say that for each Christian household with good children, Santa has 1/1000th of a second to park, hop out of the sleigh, jump down the chimney, fill the stockings, distribute the remaining presents under the tree, eat whatever snacks have been left, get back up the chimney, get back into the sleigh, and move on to the next house. Assuming that each of these 91.8 million stops are evenly distributed around the earth (which, of course, we know to be false but for the purposes of our calculations we will accept), we are now talking about 0.78 miles per household, a total trip of 75.5 million miles, not counting stops to do what most of us must do at least once every 31 hours, plus feeding and etc. This means that Santa's sleigh is moving at 650 miles per second, 3,000 times the speed of sound! For purposes of comparison, the fastest man-made vehicle on earth, the Ulysses space probe, moves at a poky 27.4 miles per second - a conventional reindeer can run, tops, 15 miles per hour.
4. The payload on the sleigh adds another interesting element. Assuming that each child gets nothing more than a medium sized-lego set (two pounds), the sleigh is carrying 321,300 tons, not counting Santa, who is invariably described as overweight. On land, conventional reindeer can pull no more than 300 pounds. Even granting that "flying reindeer" (see point #1) could pull TEN TIMES the normal amount, we cannot do the job with eight, or even nine. We need 214,200 reindeer. This increases the payload - not even counting the weight of the sleigh - to 353,430 tons. Again, for comparison - this is four times the weight of the Queen Elizabeth.
5. 353,000 tons traveling at 650 miles per second creates enormous air resistance - this will heat the reindeer up in the same fashion as spacecraft re-entering the earth's atmosphere. The lead pair of reindeer will absorb 14.3 QUINTILLION joules of energy. Per second. Each. In short, they will burst into flame almost instantaneously, exposing the reindeer behind them, and create deafening sonic booms in their wake. The entire reindeer team will be vaporized within 4.26 thousandths of a second. Santa, meanwhile, will be subjected to centrifugal forces 17,500.06 times greater than gravity. A 250-pound Santa (which seems ludicrously slim) would be pinned to the back of his sleigh by 4,315,015 pounds of force.

In conclusion - If Santa ever DID deliver presents on Christmas Eve, he's dead now. Merry Christmas!!



The 12 Days of Christmas (Louisiana Style!)

On the first day of Christmas, my true love gave to me, a possum in a pine tree.

On the second day of Christmas, my true love gave to me, two snapping turtles, and a possum in a pine tree.

On the third day of Christmas, my true love gave to me, three French hens (actually Cajun),
two snapping turtles, and a possum in a pine tree.

On the fourth day of Christmas, my true love gave to me, four whippoorwills,
three French hens (actually Cajun), two snapping turtles, and a possum in a pine tree.

On the fifth day of Christmas, my true love gave to me, five golden shrimp.
Four whippoorwills, three French hens (actually Cajun), two snapping turtles, and a possum in a pine tree.

On the sixth day of Christmas, my true love gave to me, six ducks-a-flyin', five golden shrimp.
Four whippoorwills, three French hens (actually Cajun), two snapping turtles, and a possum in a pine tree.

On the seventh day of Christmas, my true love gave to me, seven gators swimming, six ducks-a-flyin',
five golden shrimp.
Four whippoorwills, three French hens (actually Cajun), two snapping turtles, and a possum in a pine tree.

On the eighth day of Christmas, my true love gave to me, eight chicks-a-peckin', seven gators swimming,
six ducks-a-flyin', five golden shrimp.
Four whippoorwills, three French hens (actually Cajun), two snapping turtles, and a possum in a pine tree.

On the ninth day of Christmas, my true love gave to me, nine boys crawfishin', eight chicks-a-peckin',
seven gators swimming, six ducks-a-flyin', five golden shrimp.
Four whippoorwills, three French hens (actually Cajun), two snapping turtles, and a possum in a pine tree.

On the tenth day of Christmas, my true love gave to me, ten trappers trapping, nine boys crawfishin',
eight chicks-a-peckin', seven gators swimming, six ducks-a-flyin', five golden shrimp.
Four whippoorwills, three French hens (actually Cajun), two snapping turtles, and a possum in a pine tree.

On the eleventh day of Christmas, my true love gave to me, eleven Jazz musicians, ten trappers trapping,
nine boys crawfishin', eight chicks-a-peckin', seven gators swimming, six ducks-a-flyin', five golden shrimp.
Four whippoorwills, three French hens (actually Cajun), two snapping turtles, and a possum in a pine tree.

On the twelfth day of Christmas, my true love gave to me, twelve Cajuns fiddlin', eleven Jazz musicians, ten trappers trapping,
nine boys crawfishin', eight chicks-a-peckin', seven gators swimming, six ducks-a-flyin',
five golden shrimp.

Four whippoorwills, three French hens (actually Cajun), two snapping turtles, and a possum in a pine tree.



Eleven Things They Don't Teach You In School

- RULE #1: Life is NOT fair - get used to it.
- RULE #2: The world won't care about your self-esteem. The world will expect you to accomplish something BEFORE you feel-good about yourself.
- RULE #3: You will NOT make \$40,000 a year right out of high school. You won't be a vice-president with a car phone until you earn both.
- RULE #4: If you think your teacher is tough, wait till you get a boss. He doesn't have tenure.
- RULE #5: If you mess up, it's not your parents' fault, so don't whine about your mistakes - learn from them.
- RULE #6: Flipping burgers is not beneath your dignity. Your grandparents had a different word for burger-flipping - they called it opportunity.
- RULE #7: Before you were born, your parents weren't as boring as they are now. They got that way from paying your bills, cleaning your clothes and listening to you talk about how cool you are. So, before you save the rain forest from the parasites of your parent's generation, try delousing the closet in your own room.
- RULE #8: Your school may have done away with winners and losers, but life has not. In some schools they have abolished failing grades and they'll give you as many times as you want to get the right answer. This doesn't bear the slightest resemblance to ANYTHING in real life.
- RULE #9: Life is not divided into semesters. You don't get summers off and very few employers are interested in helping you find yourself. Do that on your own time.
- RULE #10: Television is NOT real life. In real life, people actually have to leave the coffee shop and go to jobs.
- RULE #11: Be nice to nerds. Chances are, you'll end up working for one.

---- Bill Gates, 2002, speaking at a high school event, "Eleven Things You Don't Learn in School."