Compassion: A Hearts-on Paradigm for Transiting Native American Students into a STEM University Environment

Ed Galindo is currently a research scientist and faculty member at the University of Idaho. He has an array of research interest from sending science experiments aboard the International Space Station and space shuttle, to live trapping and relocation beavers.
Ed's story (and life work) would not be possible without the help of his teachers, friends, and family. Some of these are the people that are the co-authors of this story/paper.
 It is indeed an honor to share this story about the people that are helping and have helped not only Ed, but countless other students. A true circle of sharing and knowing.

Culturally Relevant Word Problems in Second Grade: What are the effects?

Julie Herron is an assistant professor, who teaches elementary math methods
at the University of Alabama. Her experience as a former bilingual and
English as a Second Language teacher has influenced her research in
culturally relevant teaching practices. Current teaching experience in
Columbia, Paraguay, and Brazil has furthered her interest in research the
role of culture and language in mathematics instruction.

Mayan Elders, Mayan Mathematics, and the Weaving of Resistance in Maguey Bag Production

Dr. Phoebe (Faviana) Hirsch-Dubin received her undergraduate degree in history and philosophy at the University of Wisconsin, Madison, her California Multiple Subjects Teaching Credential at California State Los Angeles and her PhD in Education from the University of California, Santa Barbara. Since receiving her PhD in 2005, she has been a lecturer at UCSB in Chicano Studies and in Education, as well as continuing collaborative teaching and research on Mayan ethnomathematics at a Mayan autonomous secondary school and in the Highland communities of Chiapas, Mexico. She has presented her research on Mayan ethnomathematics at two International Conferences on ethnomathematics in the last few years. She is currently researching and developing an ethnomathematics program at a K-8 school in Somis, California, primarily targeting Migrant students and their families.

Native American Dice Games and Discrete Probability

James V. Rauff, Professor of Mathematics at Millikin University, earned his undergraduate degree in mathematics from Albion College, his M.A. in mathematics from the University of Wyoming, his M.A. in anthropology from Loyola University Chicago, and his Ph.D. in linguistics from Northwestern University. He teaches a wide variety of courses including calculus, the theory of computation, the history of mathematics, ethnomathematics, infinity and culture, and mathematical logic. His articles and reviews have appeared in *School Science and Mathematics*, *The Mathematics Teacher*, *The Mathematical Gazette*, *PRIMUS*, *Mathematics and Computer Education*, *the International Third World Studies Journal & Review*, *Natural History,* and the *Journal of Tamil Studies*. He is currently studying how mathematical ideas are manifested in mythic narratives and iconography.

Mathematics of the Hñähñu: the Otomies

Tom Gilsdorf received his B.A. in mathematics from the University of Minnesota, Minneapolis, 1981. He then earned his M.S., Mathematics: Computer Science from Mankato State University (Now called Minnesota State University- Mankato), in 1984. His Ph.D.. is in mathematics, from Washington State University, 1988. Tom is a faculty member in the Mathematics Department at the University of North Dakota, where he have been since 1990. During the 1992 - 1993 school year he had a Solomon Lefschetz postdoctoral fellowship to study math in Mexico City. While there, he visited many archaeological sites, and became interested in the cultural aspects of mathematics. Tom has been studying ethnomathematics since then. Most of his experience is in studying cultural groups from Mesoamerica and the Andes region of South America.