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Glen R Van Brummelen* (gvb@questu.ca). *Why?*

Math is beautiful. We know that; it's obvious to us. To many of our students math is a bore, a meaningless duty. That's obvious to them. How can we turn a burden into art, a lament into celebration? By asking — both them and ourselves — deep, meaningful questions. Why is the chain rule important, and why does it work? Why do we ask students to spend a semester in real analysis studying strange functions that never arise in the real world? Why are my students sitting in this classroom with me? Why are they studying at all? Once we understand our students, we can support them. Once we give them context, they can learn. Once we explain “why”, only then can they truly perform. (Received September 21, 2015)