To paraphrase Madonna, so much to teach and so little time to teach it. The intro stats course at Hamilton College has three foci. I. Reading problems and exploring data carefully. Students need to understand the problems they encounter, they need to recognize and deal with ambiguities, and they need to identify the features and quirks in their data. II. Writing conclusions accurately. All the computations that students can do are worthless if students do not communicate their findings in ways that are understandable – both to others and to themselves. III. Calculating the relevant statistics efficiently. Life is too short for arithmetic; efficient calculation means using technology intelligently. Students are required to use software in class, when doing homework, and while taking exams. Although we have not included new approaches such as randomization or bootstrapping (those topics are covered in the follow-up course), Hamilton’s intro stats course seems successful; the course is not a required part of any major, but approximately 25 percent of Hamilton’s student body choose to take the course before they graduate. And it’s fun to teach the material and the students. (Received September 22, 2015)