

# laws of constant rocca mistakes for tallying



DTP -	Double tally points (tally this mistake twice)
TTP -	Triple tally points (tally this mistake thrice)
QTP -	Quadruple points (tally this mistake four times)
PTP -	Quintuple tally points (tally this mistake five times)
AMAYFA -	As Many As You Feel Appropriate [x<20]
x -	(law number)
Lx	Law (x), as presented when referenced

Points should be awarded to the Rocca Tally (RT) upon the following mishaps and/or annoyances (intentional or otherwise):

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1. Subject makes any written error (i.e., one which requires the use of duster and/or hand). DTP if he rewrites exactly what he just rubbed off. TTP if it is written incorrectly. PTP if he rubs *that* off.
2. Subject emits a prolonged slur or stutter. DTP if [L92](#) can be cohered here.
3. Subject hesitates for at least three seconds. DTP if it is for more than six seconds. TTP if for more than ten seconds. PTP if for fifteen or more.
4. Subject gives blank facial expression. DTP if [L3](#) also applies.
5. Subject mispronounces a word - this excludes names due to separate Law derived especially for that mistake - See [L21](#). (Italian accent/origin is not a permissible excuse).
6. Subject makes inappropriate/pathetic attempt at humour, causing class to laugh *at* not *with*. DTP if [L45](#) can be cohered here.
7. Subject commits a uni-physical error (i.e., without the help of other matter or object: eg. tripping over, involuntary twitching, excessive blinking).
8. Subject commits a di-physical error (i.e., with the direct interaction of another object: eg. dropping duster, acknowledging a cardboard box carefully positioned to impede further progress into the classroom). This is an independent DTP Law.
9. Subject commits a tri-physical error (i.e., one where subject *provokes* the interaction of other materials which would otherwise be left uninvolved: eg. being hit by a disobedient and revengeful piece of chalk after angrily dotting a full stop). This is an independent TTP Law.
10. Subject misplaces and/or fails to locate a blackboard duster (usually hidden by a class member).
11. Subject scrawls an illegible answer/theory/example/derivative on the blackboard. DTP if [L1](#) follows thereafter. TTP if subject does this a second time while he is *still* doing it the first time.
12. Subject fails to finish a started... - DTP if followed by [L4](#). TTP if [L2](#) is also applied.
13. Subject writes "NOW" when attempting a problem, in order to gain more time to think and hope to avoid a mistake which might be tallied (unbeknownst to him, of course).
14. Subject shows poor overall neatness in notes and diagrams (eg. a problem involving *supposedly* intersecting lines which do not intersect in the diagram). DTP if associated with [L11](#). TTP if associated with [L1](#).
15. Subject tries to link two *hypothetically* similar examples which, in reality, show no coherence.
16. Subject makes any assumption whatsoever that any of the class members do anything the *basic* way he does, therefore, are not of the same genus or species, i.e., *false assumption*. DTP if [L68](#) can be cohered here.
17. Subject expresses dislike of fractions. DTP if he gives them a name for quick reference.

18. Subject describes a function as "Freddy" or "Harry" - DTP if any other name is used.
19. Subject mumbles unnecessarily and/or emits a pathetic sound in attempt to produce sympathy from the class. DTP if subject's mumble resembles [L2](#). TTP if cohered with [L43](#).
20. Subject extensively or unnecessarily uses capital letters. DTP should any capitals appear in the middle of a word. TTP if a word has capitals with coherence to [L11](#). QTP if [L1](#) follows. PTP if subject totally fails to *put* capitals where appropriate.
21. Subject mispronounces or forgets any class member's name. Independent TTP Law. QTP if the name used happens to be the 'name' of a function. See [L36](#) for "Law of Kathleen".
22. Subject mispronounces or forgets any function's name. Independent DTP Law. TTP if the name happens to be a class member's name. QTP if subject gets *that* name wrong too.
23. Subject displays overly enthusiastic excitement when attempting a problem or suggests that some members of the class may find great pleasure when solving a particular problem.
24. Subject ignores feeble attempt by any class member to delay the due date of any homework or assignment. DTP if there is a plausible reason to delay it. TTP even if there is not. QTP if the reason sounds good to start with, but turns into an incomprehensibly silly one.
25. Subject, when on a rare occasion is actually pleased with himself, spreads an absolutely idiotic and downright goofy looking grin. DTP if this is because he found a blackboard duster. TTP if he is angry, not happy, when he finds it. QTP if he blames Jacob for hiding it. PTP if Jacob did *not* hide it.
26. Subject mentions at any given moment "Duh-uh": the all important mathematical term.
27. Subject says "It's not time to pack up until the bell goes." or "Come on, we've been here five minutes and none of you have your books out." on any day, or "We'll all stay in at lunch" on a Wednesday (i.e., when there is sport).
28. Subject makes a sudden change of topic after being asked a mathematical question that is temporarily unanswerable due to brain failure. DTP if [L37](#) coheres.
29. Subject avoids the explaining of assignment questions he obviously has no clue about by simply stating "You'd get more satisfaction by figuring it out yourself.". DTP if coheres to [L19](#). TTP if coheres to [L23](#).
30. Subject says "Can you see that...?" When the class obviously can *not*. DTP if [L16](#) applies.
31. Subject say "Okay, copy what you need from that." after which, subject immediately erases *that*. Independent DTP Law. TTP if he realises his mistake. QTP if he re-writes it incorrectly.
32. Subject draws a complex graph for fun. DTP if subject involves [L23](#). TTP if [L48](#) can be applied.
33. Subject draws a curve, then explains that the curve kisses the x-axis (we *don't* wanna know). Relatable to [L48](#).
34. Subject expects class members to understand the reasoning in trigonometry for a plane flying 'horizontally', assuming class members to be on the same geographical level as himself i.e., the earth is indeed flat. DTP if [L16](#) applies.
35. Subject uses functions as friends. DTP if [L18](#) applies. TTP if [L22](#) also applies. QTP if it is worth the tallies.
36. "Law of Kathleen": Subject says Kathleen's name wrong - usually "Katherine". DTP if [L2](#) or [L3](#) are exercised. TTP if *both* are used. QTP if subject calls Kathleen by a different name altogether. PTP if subject mispronounces *this* name. AMAYFA if any *other* Law is able to be cohered to this one.
37. Subject expresses fear of setting a question in case he himself does not know how to solve it - independent PTP if subject *does* set a question and does *not* know how to solve it.

38. Subject expresses the need to believe that cows naturally have buttons. Independent QTP Law.
39. Subject refers to class members as "pockets". DTP if in association [L6](#). TTP if cows are brought into it for any reason (explainable or not).
40. Subject avoids answering the question "Are you eating?" to allow more time to spit food out. DTP if subject initiates [L3](#) at this time. TTP if it was a cow that he spat out. QTP if it had a button.
41. Subject spends twenty minutes deriving a rule, then comments on the greater ease of just giving the class the rule straight out. independent TTP Law. QTP if he then insists his class only write out the rule itself. PTP if the class has already written the damn lot.
42. Subject factorises any equation, factorises again, then re-factorises *again*, and then blames the class for wasting his time. independent PTP Law (C'mon, how *ridiculous* is doing *that?*).
43. Subject emits a loud, or like-wise, grunt of the caveman type. DTP if this grunt is followed by some sort of animal behaviour. TTP if the RSPCA has to be called. QTP if they call in Wildlife Protection Society to save this *endangered* species.
44. Subject says, when translated from Polish, "mgfnchslb" instead of the intended "work" and/or "hurry". DTP if either [L2](#) or [L3](#) or [L4](#) or [L5](#) are exercised here. TTP if *two* Laws are initiated simultaneously. QTP if *three*. PTP if *all four*.
45. Subject refers to Homer Screws in any way, or at any time, whatsoever. Independent DTP Law. TTP if in conjunction with [L6](#).
46. Subject refers to trigonometry ratios as "sexy tan" or "cosy cot". DTP if humour was *intended*.
47. Subject discovers the "Law of Constant Rocca Mistakes for Tallying" hidden in a class member's folder. DTP if [L24](#) is in progress. TTP if [L10](#) is in progress. QTP if [L10](#) and [L24](#) are both in progress. PTP if he finds a Button Cow in the process.
48. Subject becomes, for no apparent reason, sexually excited. Independent DTP Law. TTP if SBS has anything to do with it. QTP if subject expresses this physically. PTP if the class wished he had *not* expressed it physically.
49. Subject himself comes late to class. DTP if he punished his class for his own lateness. TTP if [L7](#) is also involved. QTP if [L8](#) is involved. PTP if [L9](#) is involved. AMAYFA if all three (inclusive) happen simultaneously.
50. SBS [need we say more?]. Independent QTP Law.
51. Subject shows growth in maturity, eg. breaking voice, growth of pubic hair, etc, etc... DTP if subject is chucking a tantrum. TTP if either [L2](#), [L3](#), [L4](#) or [L5](#) are executed here. QTP if two of those laws are used. PTP if more.
52. Subject shows *decline* in maturity, eg. any tantrums, any mention of contents of [L45](#). Independent TTP Law.
53. Subject says, when asked for advice, "I don't care *what* you do!". DTP if [L24](#) is cohered here.
54. Subject stresses the importance of the word "or", i.e., is unable to accomplish any two tasks simultaneously. DTP if [L8](#) or [L9](#) are brought into play here. TTP if both. QTP if [L5](#) is used.
55. Subject confesses to be unable to satisfactorily think at any given moment. DTP if [L71](#) coheres.
56. Subject refers to Jacob Smith as "boof-head". DTP if connected with [L57](#). TTP if [L61](#) initiated.
57. Subject is quick to assume Jacob's "ape"ness in swinging on fans in his absence and labels him "embarrassing". Independent DTP Law. TTP if ironically cohered with [L63](#).
58. Subject wilfully chooses *absolute* grammatical correctness. DTP if it is spoken. TTP if written.
59. Subject wilfully chooses *absolute* grammatical incorrectness. DTP if it is spoken. TTP if written.

60. Subject wilfully chooses *absolute* awareness that he has committed [L58](#) or [L59](#). TTP if both.
60. Subject *insists* upon using queer (pardon the pun) coloured chalk - namely lime green and orange. DTP if yellow is used. TTP if three colours are used simultaneously.
61. Subject uses "okay" too many times in any one sentence or speech. (Current record stands at seven okay's). What the hell - tally him *every* time he says it. DTP if said in anger. TTP if any [L2 - L6](#) (inclusive) are executed. PTP if any two or more are used simultaneously.
62. Subject insists on playing detective by "investigating" a certain mathematical problem with the class members, who are *usually* ignored and/or forgotten about during the process. Independent TTP Law.
63. Subject publicly emphasises that Jacob is a "good boy", despite all the evidence. DTP if involves [L64](#). TTP if has *nothing* to do with [L65](#). PTP if it somehow does.
64. Subject has trouble in absorbing the capabilities of Jacob being able to do Community Service. Independent TTP Law. PTP if any [L2 - L6](#) (inclusive) are executed.
65. Subject needs "a screen and an aisle" to be able to eat in a classroom (don't ask us...). Independent TTP Law. PTP if this happens to confuse rather than enlighten the 3U Year 11 Mathematics students (we *still* don't get it!).
66. Subject suggests that in mathematics there *really is* "one value which is both the same". DTP if it happens to be the square root of minus one. TTP if it *is* both the same. QTP if a fraction happens to be involved. PTP if the fraction resembles a favourite symbol (say, maybe, a Smiley face or a cord-less phone).
67. Subject mistakes all the class members for wanting to do 4U Maths "...when you do 4U Maths, and you *will* do 4U Maths...". DTP if this is a direct result of [L23](#). TTP even if it is not. QTP if [L54](#) follows. PTP if [L37](#) is executed.
68. Subject incorporates future telling in a maths lesson "...so then you can look into your crystal ball and know the answer...you'll have *power!*". DTP if [L25](#) follows. TTP if he saw it on SBS the night before. QTP if his 'Button Cows' have supernatural powers as well. PTP if his crystal ball fails to see Jacob doing community service.
69. Subject believes that algebra has the ability and/or tendency to look after itself. DTP if it does not.
70. Subject punishes students by letting them work outside in the sun on a cold winter's morning. DTP if he sent out the wrong offender. TTP if it was one of the three closely knitted to the production of these Laws. QTP if it starts pouring rain and/or hailing (however, if the TTP component has been initiated then PTP applies here).
71. Subject admits that his students are of a higher IQ level than he himself is, or that they are better in any way at all. DTP if this is due to late night SBS soccer watching (or even if he is only trying out his new found talent - sarcasm). TTP if [L66](#) coheres. QTP if [L58 - L60](#) (inclusive) are executed. PTP if [L68](#) can be incorporated here.
72. Subject abbreviates spoken word by insisting on being friendly with mathematical terms and giving them cute little nick-names (eg. max. and min.). DTP if one happens to be Homer Screws. TTP if another happens to be Katherine. QTP if it is Harry or Freddy. PTP if he meant it to be funny in any sort of way. Yet another tally if it *was* funny (we can not have him winning!).
73. Subject insists on addressing the class in terms of "we" eg. "we will show you both ways". The reason for this *we* have not yet discovered. DTP if the two ways happen to be the same.
74. Subject, when told a *better* method of solving a 'complex' question by a student, says "Well why don't *you* do it?". DTP if [L53](#) can be cohered here.
75. Subject unnecessarily uses an emphasis on "...*solution*..." which is *usually* directed at one specific student. This emphasis is usually used to demean the student's capabilities. DTP if he drags out any other word. TTP if he drags it on for *way* too

- long. QTP if he claims that is the way it is meant to be pronounced (when we *all* know it is *not*).
76. Subject decides to go against *hundreds* of years of mathematical tradition and acceptance and re-names familiar terms to suit his own purposes and liking (eg, re-naming the x-axis to *k-axis*.) DTP if he re-names anything else. TTP if [L22](#) can be cohered here.
  77. Subject expects to lead us through a 3U Maths course when he himself cannot perform simple addition. DTP if he thinks he is really cool by solving a complex question, but in actual fact, answered it wrong. TTP if this is because of the components in [L85](#). PTP if he admits idiocy, and reveals that he never *really* finished high school, and he had never *really* been given a Teacher's Diploma, and was never *really* employed at this school.
  78. Subject expresses an undying want to work through problems together (aaaah...). DTP if subject's feelings were influenced by watching SBS. TTP if it was under the influence of another student. QTP if that student was under the influence of watching SBS. PTP if soccer was on SBS that night or week.
  79. Subject insists on treating his class members like two year olds and explains (every five minutes without fail) that the triangular shapes at the end of the lines which make up the graph axis are *actually* arrow heads (as opposed to...?). DTP if they actually *are* something else. TTP if they are little happy Smiley *faeces*.
  80. Subject consciously (or otherwise) manages to get chalk on any part of his body that is comical in appearance to *any* of the class members. DTP if the thing on his body happens to be some other object. TTP if it is meant to be there. QTP if it is *not*, but is quite impossible to remove. PTP if it is not meant to be there, *is* possible to remove, yet subject refuses to remove it.
  81. Subject fails to note the sarcasm in student's voices. DTP if it was a joke answer to a question, but nevertheless taken seriously. TTP if it happened to be the right answer. QTP if that answer is better than the one that the subject had thought of. PTP if this is a direct result of [L87](#).
  82. Subject has the need to allow an incompetent, immature, rascal of a student (for purposes of confidentiality let us call him, ohhh, I dunno, say maybe... Stafford, yes, yes, that will do...) to explain to the subject exactly what to do to answer a simple locus question (or *any* question for that matter). Independent DTP Law. TTP if [L71](#) is found to be associated here.
  83. Subject fails to acknowledge students, on the odd occasion actually, understand his examples and continues until he manages to confuse the hell out of his students by contradicting himself (it will happen one day - *no one* is safe...) Independent DTP Law.
  84. Subject refuses to understand that if he suddenly shoves his whole head and both hands down his jumper (we really do not care *what* he is looking for) it will *dramatically* disturb the sanity of his students and send them in disbelieving fits of laughter and/or shock. Independent QTP Law.
  85. Subject feverishly changes a question back and forth from one sign to the next not considering what kind of change it might actually bring to the answer itself. (Add a point for *each* time he changes the question). DTP if in the end he writes something different altogether. TTP if he says not to worry about the question. QTP if he changes his mind again. PTP if he forgets that he changed his mind. AMAYFA if students have to endure his mind changing all over again just because subject forgot that he had already done it...
  86. Subject misses out on writing critical words in sentences such as "axis of symmetry". DTP if it *is* written, but just not placed in the right spot. TTP if it makes a whole lot more sense to leave it there. QTP if subject changes it around, only to confuse his students.
  87. Subject allows the students to make up their own answers to make them happy. DTP if this answer happens to be wrong. TTP if subject does not really seem to

- care. QTP if he then marks it correct anyway. PTP if he changes his mind and marks it incorrect or if [L85](#) is executed here.
88. Subject promises to give a reliable and responsible student crucial questions or information "in a minute", but then forgets the student's existence and fails to even *attempt* to remember. DTP if the student is not in the current class and has to get *back* to class as soon as possible otherwise they are in serious trouble. TTP if it *is* a student in subject's class, but he thinks differently. QTP if the student has already notified the subject several times of his missing sheet(s).
  89. Subject ignores the fact that he just claimed himself to be a *fixed* point by moving around and also ignores any attempt by any class member to *stop* moving around the classroom in his acclaimed position. Independent TTP Law. PTP if he is a 'fixed' point, and then claims to be an orbiting object, or something of the like.
  90. Subject, while attempting to trace the path of a parabola around him, successfully impersonates the "Grease Dance" or even something resembling the Village People's "YMCA". DTP if he is *meant* to be creating an exponential, or any other curve.
  91. Subject decides to "slip and slide" on a parabola while simultaneously using "we" in his persistent examples and explanations, while balancing a disobedient piece of chalk on his head from trying to draw his new found friend, the Button Cow, which is named after one of his functions, a parabola that is being traced incorporating the YMCA dance movements. DTP if he tries to use this term to attain laughter from the class (won't work). TTP if it actually does work. QTP if "we" end up using the same term. PTP if the cow does too.
  92. Subject contemplates deeply and thoughtfully over whether his class needs to bring text books for the next day or not. DTP if the next day happens to contradict his previous day's preaching. TTP if his crystal ball is to blame.
  93. Subject fails to see the harm in telling his students which class it was that had the test he will be giving his students, when they had it, and that they *do* have all the solutions back. DTP if this trust backfires and his students all get above 95% on the test where they would have all normally failed. TTP if subject has no suspicions about what just happened. PTP if he does and blames Jacob for it all.
  94. Subject is not distracted from torturing his students with excess examples, Homers Screws jokes, jokes in general, SBS summaries, future telling, stuttering, etc, etc, even by constant forceful knocking on the door of the classroom. DTP if it a student trying to get some sheets off him. TTP if it is the Police wanting to drag him to the station for endangering a species (i.e., Button Cows - now named "Fibonacci" after a hero of the subject). PTP if it is his mother, wanting to drag him home by the ear because she saw him on SBS the other night.
  95. Subject, when asked "So, what was the answer to that question?", answers "/ dunno.". DTP if it has anything to do with [L77](#). TTP if he himself asks what the answer to that question was. QTP if his class knew it all along. PTP if he did too.
  96. Subject has to warn his students in advance exactly which of his questions are rhetorical. DTP if it is not a rhetorical question. TTP if it happened to be a question that required an answer that would only be given by the use of a calculator.
  97. Subject decides that threats will work better than a punishment. DTP if this happens to be a false assumption. TTP if it happens to be true. QTP if the threat actually works.
  98. Subject assumes that if he wastes chalk by going over a line on the board it will draw even more of the student's attention than is possible to give. DTP if he is also stating the very obvious. TTP if the chalk is of a colour other than white. QTP if he claims that this is absolutely necessary, and that it is not wasting chalk. PTP if there is reason to believe that the subject is mentally unsound and should be admitted a far away psychiatric ward with maximum security and a scantily clad Hitler in a nurse's uniform as his sole, but capable, guard and ward officer.

99. Subject says at any given moment (usually when he is stuck for an answer to a question he himself has set) "Can anyone tell me...?" when his more than capable students a) can not; b) do not want to; or c) already *have* told him the answer. DTP if he has already answered his own question. TTP if his question was rhetorical. QTP if he was waiting for an answer and he was given one.
100. Subject helps the class by blurting out the first host of "Perfect Match" (Graeme Webb) when the class was obviously unable to continue the Binomial Theorem without this vital piece of information.
101. Subject makes an utterly inappropriate repositioning of his legs (i.e., crosses his legs) which results in suggestions of homosexuality... not that there is anything wrong with that! DTP if he does this at the same time as an overexcited year twelve male flashes his anus out of the window of a speeding vehicle. TTP if orange motorcycles have doors. QTP if the leg crossing movement produces an accidental sound of flatulence. PTP if subject realises that the class members find his pose very humorous yet does not make any attempt to alter his ridiculous, connotative stance. AMAYFA ( $x < 200$ ) if subject suddenly falls violently to the floor, and amid wild, deranged bodily distortions somehow manages (this is a scientific phenomena which is better left a mystery) to give birth to numerous little baby Roccas who storm around the room complaining about sexy tans, a passionate dislike of fractions and an equal dislike for the milk of the Fibonacci...

**Producers and Co-founders:** Kathleen James, Agnieszka Wiklendt and Evan Williams  
**Edited and Directed by:** Kathleen James and Agnieszka Wiklendt  
**Subject:** Richard Rocca Esquire

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(Keep your eyes open for the never-to-be-produced "Rocca Law Quick-Find Index")

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### ***...please explain (an appendix, of sorts)***

before i say another word, let me just mention that we all loved mr rocca † to bits. many, many little bits. no really, this all may seem cynical, but it means no harm to mr rocca nor anyone or anything else mentioned here. it's not because we don't like maths that we started this ridiculously ill set of laws similar to a drinking game - well, actually, yes... yes, it *is* because we don't like maths. anyway, so here's a little explanation on the rocca files (as they're known by the creators - **take note** : *not* chris carter).

what's to explain? well, we do mention a lot of things that may be foreign to you. like who is this jacob chap we keep mentioning, and what in hell does he have to do with electric ceiling fans... or you may like to know why wednesday is the most inappropriate day to get a lunchtime detention (*aus.* lunchie)... or why we insist to pick on this seemingly innocent fellow we have chosen to call 'rocca'. indeed, the most likely question to pop into your mind would be "how much of this is actually true?".

to answer these questions we need to dig deeper into the psyche of the average high school teacher. we need to ask ourselves - who sent them? what is their mission? how much are they being paid? and do they possess any sort of large elephant coloured handkerchiefs?

indeed, it does not matter how large the handkerchief is, nor if it is of colour elephant. the fact it is a handkerchief is of no importance to us either. the elephant handkerchief is only there to help deter us from reality, to seep into our minds the possibility of impossibility, of ludicrousness, of utter and total chaos, and of complete control, of perfect sense, and of known facts.

we all know, for example, that orange motorcycles do not have doors. indeed, we all know that a man cannot give birth to several miniature selves. we all know it is quite impossible to make a horse drink water - even if you did lead him to it. yet all these things arose in our adventures and dangerous field trips of 3U maths ‡.

### **so, here are some points to remember while reading the *Laws of Constant Rocca Mistakes for Tallying* (Copyright © 1997-1998 A.W., K.J., E.W.).**

- mr rocca was our year eleven 3u maths teacher and we pick on him because:
  - no other teacher was as ludicrous as he was
  - no other teacher was as bold, nor quite as hilarious to watch
  - his mind power awed us
  - his chalk made us laugh
  - his mistakes inspired us
  - he made such bizarre mistakes and comments that we loved him for it, and, secretly, laughed at him, and even *with* (on the odd occasion).
- jacob, the chap we keep mentioning, was the class clown, if you will. not a particular favourite of mr rocca's.

- our school had sport on wednesdays. after the last period, where lunch would usually occur, we went straight into sport.
- there are two laws numbered 60. to explain:
  - "well i don't think there is any question about it. it can only be attributable to human error. this sort of thing has cropped up before, and it has always been due to human error." \*
  - the original version of the laws were written on paper, and not all at once. the result being that i unnoticingly numbered two laws as 60.
  - this was only noticed once the tally went to computer, but nothing could be done because all the correlations and relations between laws had been established and it would have taken too long to re-do them.
  - therefore, you will have to use your own creative judgement on which 60 was referred to from other laws (not too difficult).
- we understand not all laws depicted here are by direct fault of mr rocca (e.g., when the students hide a duster from view), but it was a unanimous decision that these moments were too funny to be excluded.
- "homer screws" is, we were told, an old school friend of mr rocca's whom he liked to mention every now and again.
- purple zebras have nothing to do with these laws.

**in relation to truth in these laws, it is a little bit of a mixture...  
all laws are derived from**

- something that actually happened in or out of the classroom
- something that was actually said in or out of the classroom
- a ridicule of fictional nature of these first two points

**the only *completely* fictional parts are**

- some, if not most, of our guesses as to the thoughts of mr rocca at certain key moments.
- the AMAYFA part of law 101 - made up by the bizarre and sick minds of us, the creators.

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‡ the name we have pretended to change for protective reasons  
‡ for all you foreigners, 3u maths is second most difficult maths to do for the hsc (higher school certificate) - the hsc is the schooling we get before we can go to university.

• as said by HAL from "a space odyssey 2001"