

this is most students take the bare minimum, in high school, of what they are required to take in mathematics and then they move on. I believe right now that is two years. So you do the testing process. And the reactions that we have had, both from students and counselors and math teachers, has been that students, unfortunately, don't pay a lot of attention sometimes to their counselors, math teachers, parents or whomever is saying maybe you should take more mathematics and the junior year is a critical year in that decision-making process. What has been shown to happen is when they get this test result, from a respected outside source, often students on their own will conclude that they need more mathematics preparation and that senior year is an opportunity to pick up one more year that otherwise they might not have had. This would, obviously, be geared more to college bound students who would be more likely to have more math in the first place.

SENATOR SCHMIT: It's been a long time, Senator Scofield, since I was personally involved in being a student. But there was not a great deal of impetus from myself to improve myself during that time. I think that most of that encouragement I had came from professors and from teachers, and most of them, fortunately I guess, were not remiss in encouraging me to study math and English and literature. But I guess that my principle concern is this, and that is that we have a program here which will probably point out some deficiencies. But I do not know, maybe you know, what percentage of the students now entering the university system are not able to handle university caliber mathematics?

SENATOR SCOFIELD: I can't tell you exact percentages, Senator Schmit. But from the college professors that I've talked to, and even though my experience at Chadron is getting a little hazy, since that has been a number of years, it seemed to me that we saw an increasing number of students who came in with ACT scores that indicated that they were weak in mathematics and that we saw an increase in the likelihood of students to enroll at that remedial level, which is, obviously, expensive to run those kinds of remedial courses and sets the student back on his career path.

SENATOR SCHMIT: What is being done in the educational system as a whole, Senator Scofield, to encourage the instruction of additional mathematics courses in the early years of the system? Do you know of anything?