

time can make a profit. I think all in all it is money well spent, not only for the good of our students but possibly in terms of creating further revenues to the university and our state. So I would support this legislation.

SPEAKER BARRETT: Thank you. Senator Hartnett, please.

SENATOR HARTNETT: Mr. Speaker, members of the body, can I ask Senator Scofield a few questions?

SPEAKER BARRETT: Senator Scofield.

SENATOR HARTNETT: I have no objection, I guess, to the bill. I think testing in math is good for the soul, or good for the body, or something like that. But do they have...how many people have they convinced to take math? It's just a very short program. Listening to Senator Crosby here, you know, about these kids should have had this math before they get to the university. You know, maybe we need to do away with guidance counselors in high school, or the math teachers or something if they don't know the requirements for the university. Is...I also listened to Senator Crosby, is math a requirement at the university that every student has to have some math, or can they do some other areas? Do you know?

SENATOR SCOFIELD: Senator Hartnett, let me start with that first question. And I honestly cannot tell you that I don't think every program at the university requires math. In the old days, when I went, you could get clear through teachers college and never take a math course. I believe there were ways of avoiding taking mathematics. And I don't know if that is still the case or not. In terms of how many students that have taken it, you want to know how many students have participated in it...

SENATOR HARTNETT: You mean that is the number that took the test.

SENATOR SCOFIELD: Is that what you're asking me?

SENATOR HARTNETT: Yes, I guess. How many? Do they know in such a short period of time, you know, how many people they turned around? It's been in effect one year...

SENATOR SCOFIELD: We have a number of anecdotal reports from