

- B. A student showing in his entrance examinations a serious lack of ability to handle the arithmetic of everyday life shall be required either (1) to prove by an examination near the end of his first semester in residence that he has this minimum ability or (2) be required at his next enrollment to take a non-credit course designed to give him this ability. A student might enroll in this course during his first semester in residence without waiting to take the second examination.
- C. Without regard to his high school record a student showing in his entrance examinations such a deficiency in knowledge of elementary algebra or of plane geometry as to make it highly improbable that he could carry satisfactorily college courses in mathematics will be required to take a non-credit course in elementary algebra or plane geometry or both before enrolling in any University course in mathematics. Here again a student might, if he so desired, take a second examination, more comprehensive and given under more favorable circumstances than the entrance examination, before being required to enroll in a non-credit course.
- D. A student whose high school transcript shows the normal prerequisites for the standard college algebra course (Mathematics 2a), but whose entrance examination in algebra indicates lack of training or ability to carry that course successfully shall be required to take Mathematics 2 or 2b for reduced credit. This practice is permitted but not required at the present time.

The information already available in the Department will, we believe, make it possible for us to set the minimum standards for admission to the algebra courses at such a point that most of those who otherwise would fail can be transferred to more elementary work which will give them the necessary preparation. Until the Department has had experience with this program the number of students to whom it will apply should be kept at a minimum.

A by-product of this proposal would be a stronger course in College Algebra than we are able to give at the present time. The students who ultimately fail in the course retard seriously the progress of the more capable and more interested students.

The above recommendations of the Department of Mathematics aim at two results:

1. To make sure that our graduates are not mathematically illiterate and unable to handle the arithmetic of everyday life. We should not graduate a person who cannot compute the simple interest at five per cent