# Dolly's creator dispels cloning fears

**DOLLY** from page 1

Wilmut said he was troubled by suggestions that the technology could be used to create super-intelligent or athletic children. Also ethically troublesome is the idea of attempting to replace a dead loved one with a clone.

But Wilmut said using the technology to prevent a child from being born with a genetic defect could be ethically permissible.

Wilmut said his role in policy-

making is primarily to inform lawmakers. The questions the new technology will raise, he said, are so important that they should be addressed by all of society.

"I think it should be up to each society if it wants to use these techniques, and if so, under what regulations," he said.

"Science should be extremely adventurous, about our cells, about ourselves, about the universe," he said. "I don't think we should panic."

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# Students earn money

## MATH from page 1

and Sciences, said this type of return on the Math Day investment makes its expense worthwhile.

"These are serious efforts to engage kids and give them encouragement to enter math and science fields," Foster said.

The program succeeds in recruiting new students to the math fields every year, he said.

Lori Mueller, Math Day co-director, said more than one-fifth of all Math Day scholarship winners choose to attend UNL with a math major. Others attend UNL as engineering or arts and sciences majors.

Foster said two similar days held by the computer science and foreign language departments have also been successful recruiting tools. The university held its first large event to promote computer science to high school students last year, he said, and Foster said a science day may soon be held in conjunction with Math Day.

"It's very hard to find enough American students who want to go into math, science and engineering,'

Special math and science events like Math Day help maintain or increase enrollment, he said.

The events' benefit to enrollment in math and science fields is supported by a report, "Mathematics and Future Opportunities," issued Oct. 20 by U.S. Secretary of Education Richard Riley. The report states events supporting math achievement outside the classroom increase U.S. students' interest in taking math and science courses

In turn, high school students who complete rigorous math and science courses are much more likely to attend college than those who do not, Riley's report states.

Students of all income levels who complete algebra I and geometry courses in high school are more than twice as likely to attend college than their peers who don't take the courses. Low-income students taking these courses are three times more likely than other low-income students to attend college.

Math education also is increasingly a factor in who gains admission to the nation's four-year colleges and universities.

In 1997, 68 percent of incoming

freshman at all U.S. four-year colleges and universities took four credits of high school math.

These figures weren't unknown to UNL officials and Math Day spon-

When the university examined raising admissions standards this fall, the decision was based in part upon statistics showing students completing four years of math in high school were more likely to succeed at UNL.

These students' UNL grade point averages hover about one full grade point above students without an equally strong math background.

"If you're good at math, it means there are a lot of other things you can do," Foster said, both in college and after graduation.

Mueller said recruiting students good at math benefits the entire university, although the Department of Mathematics and Statistics and the College of Arts and Sciences pay to be the hosts of Math Day.

The Eastman Foundation, the engineering and arts and sciences colleges, and the Office of the Vice Chancellor for Student Affairs fund the enticing Math Day scholarships, she said.

But recruitment at Math Day goes beyond scholarships, she said.

Math Day succeeds by engaging students outside the classroom in the math field, "not just by putting them through the technical rigors of classes, but by giving them the bigger picture of what that's all for," Foster said.

Mueller said Math Day information booths representing math and science fields will acquaint students with a wide range of college curricula and jobs. Presentations to students by Math Day staff will do the same,

By the end of Math Day, Foster hopes students emerge with a better sense of their options following high school graduation. They also are more familiar with the UNL campus and many, including Kohles, step onto the school bus heading home more excited about studying math and science.

But when the last Math Day bus leaves campus, and the last student arrives home and returns to the high school routine, are the thousands of dollars invested by UNL worthwhile?

Foster didn't pause before answering: "Absolutely."

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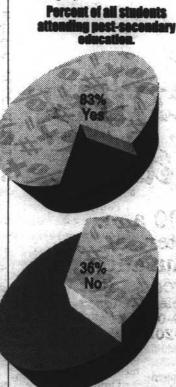




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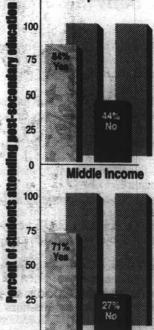
Today UNL hosts about 1,150 high schoolers for Math Day, an event designed to interest students in math and science learning. National statistics prove students who take rigorous math and science courses in high school are more likely to attend a college or university. The pie charts below show the percent

of students who took algebra and geometry of all income levels that will or will not attend post-secondary education. To the right is income groups



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**Bottom Income**