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-- INTRODUCTION -- STRONG AT THE TOP -- MIXED PRECOLLEGE INDICATORS -- TROUBLESOME TRANSITIONS FROM HIGH SCHOOL TO COLLEGE -- REMEDIATION IN COLLEGE -- SERVICE COURSES -- MATHEMATICS AS AN ACADEMIC COMPETENCY AND SUBJECT -- 4 Majors in Mathematics and Statistics -- INTRODUCTION -- UNDERGRADUATE MAJORS -- DEGREES FOR SECONDARY SCHOOL MATHEMATICS TEACHERS -- GRADUATE STUDENTS -- MASTER'S DEGREE RECIPIENTS -- DOCTORAL DEGREE RECIPIENTS -- PATTERNS AND PROSPECTS -- 5 Mathematical Scientists in the Workplace -- INTRODUCTION -- GENERAL CHARACTERISTICS AND TRENDS -- EMPLOYMENT OF RECENT GRADUATES -- SECONDARY SCHOOL MATHEMATICS FACULTY -- CHARACTERISTICS OF COLLEGE AND UNIVERSITY FACULTIES -- WHAT FACULTY MEMBERS DO -- FACULTY MEMBERS BY DUTIES AND CREDENTIALS -- THE RESEARCH FACULTY -- FACULTY SALARIES -- AGES OF FACULTY MEMBERS -- WOMEN AND MINORITIES ON THE FACULTY -- TWO-YEAR COLLEGE FACULTY MOBILITY -- FOUR-YEAR COLLEGE AND UNIVERSITY DOCTORATE FACULTY -- FOUR-YEAR COLLEGE AND UNIVERSITY NONDOCTORATE FACULTY -- SUMMARY -- 6 Issues and Implications -- Bibliography -- Appendix Tables -- LIST OF APPENDIX TABLES.

Sommario/riassunto

A Challenge of Numbers describes the circumstances and issues centered on people in the mathematical sciences, principally students and teachers at U.S. colleges and universities. A healthy flow of mathematical talent is crucial not only to the future of U.S. mathematics but also as a keystone supporting a technological workforce. Trends in the mathematical sciences' most valuable resource--its people--are presented narratively, graphically, and numerically as an information base for policymakers and for those interested in the people in this not very visible, but critical profession.
