

SENATOR MOORE: And so I mean we're teaching Japanese to the...to the rest of the country through this program and so there's X number of Nebraskans taking that program, there's X number of people across the country taking that program. There are other courses besides Japanese taught in other states that Nebraska students are taking.

SENATOR WESELY: Okay. Interesting. Somewhere, I may have needed to ask this on the mainline budget, but where are we in terms of appropriation on voc...oh, I'm sorry.

SENATOR MOORE: Well, I do have an answer for that now.

SENATOR WESELY: Oh, okay.

SENATOR MOORE: In 1993 there was 1,900 students in the nation taking Japanese I and II. Of that 1,991, basically 2,000 students, 235 of the students were Nebraskans, and, in return, for what...the Nebraska students can enroll under classes like Russian, World Geography, Latin Probability, Statistics, Discreet Math, which I don't know what indiscreet Math is, I don't know what Discreet Math is either, but...and Physics. And a total of 120 Nebraska students are enrolled in some of those classes.

SENATOR WESELY: A hundred and twenty?

SENATOR MOORE: A hundred and twenty. We have 235 taking Japanese. Of the 2,000 people in the nation taking Japanese, produced in Nebraska, and we have 120 Nebraska students that are taking courses offered via satellite from other states.

SENATOR WESELY: Okay, while we're on the education budget, on voc rehab which you and I and others have been concerned about over the years, what...do we fully fund or do we try to again to maximize the current funding to get that four to one match? And if you don't have the answer, I can...I can get the answer to that later.

SENATOR MOORE: Well, my...my assumption is...well, I better not assume anything. I'm going to...I'm going to say I don't know the answer to that. Obviously, it's more than just...it's more than just achieving all the federal funds, there is a maintenance of effort problem in voc rehab...