

gap is going to be filled. In a very reasonable, nononerous fashion, the Legislature is indicating that these schools that train the teachers should give attention to this kind of instruction. We had agreed that we would watch to see how well they implement it rather than put specific curriculum requirements, so I don't think we can be any more reasonable than that. The fact that the trainers, the teacher training schools are not doing this is why the Legislature, as a policy-making body, should undertake what we're doing here. The final vote was 38/4, so I hope that we can keep at least 30 of those votes. The article that I handed around to you underlines some of the problems that exist not only in Nebraska but throughout the country when it comes to the matters that we're trying to rectify here. Due to the fact that many of those who teach in urban areas, especially inner city areas, have no contact with the children or the parents who are in those areas. There is no cross-acculturation where those teachers know anything about the children, the culture, or the adults in the area where they would be teaching. As a result, they develop the stereotypes. One is based on the notion that if a person is of an ethnic minority or comes from a low-income area, regardless of ethnic or racial background, those children cannot achieve as can those children of other parents who are better off, as we call it. That is fallacious, but because many of the ones who come and teach believe that, they don't place the same requirements on the children, they don't look for the same level of achievement, and the children quickly realize that nothing is expected of them so very little is given. Even in the most educationally conducive environment, there is a tendency for children to avoid doing as much work as they ought to do. So if the education environment itself is one that encourages a child to feel that he or she cannot do anything, that nothing is expected of that child, then the child is going to fall even further behind. The types of tests that are administered, the significance attached to those tests will result in certain of the types of children I'm discussing being tracked, as they call it, based on the projected achievement level that those children will have throughout school. If they once get marked, they'll never get out of that track. More of these children wind up in classes for the mentally retarded, the educable mentally retarded, the trainable mentally retarded, not only because of a lack of concern for those children on the part of teachers but administrators can derive more aid from the state based on having a large number of these children in these classes. A greater number wind up being suspended and punished. National