

Wehrbein and I, for example, were talking and he wanted to know a couple of the other criteria that, for example, the Restructuring Committee came up with. And what it meant by we're setting up a statewide system of accountability and what have you. One of the things that the Restructuring Committee did was focused on what type of outcomes we want our students, what do we want our students to be like when they graduate? And one of the major...major, I guess, emphasis of the Restructuring Committee was restructuring cannot be mandated top down, it has to be bottom up. But what we could do is assess some criteria of what we want our students to be like, and then it would be up to the individual school districts, principals, superintendents and what have you to try to adjust their curriculum, their way of teaching to meet the kind of outcomes we want our students to have. So it would be very much local control, no mandates on that. But there would be a statewide system set up in order to monitor and to look and assess are the districts meeting that type of...creating the type of student that we want. And, if not, then there would have to be some type of working relationship between the two of how we can best get that done. So, no, no standardized testing or anything along that line. Some of the outcomes, for example, people would ask me, well what do we want our students to be like? And here's some of the examples of what there would be. We want our students to be able to accept responsibility for their actions and exhibit self-control and self-discipline. We want ethical behavior refl...we want them to understand that ethical behavior reflects community standards of honesty, fairness, respect, and service to others. We want our students demonstrating strong basic and advanced thinking skills such as observation, communication, that's reading, writing, listening and speaking, computation, reflection, and problem-solving. We want our students to be able to acquire knowledge of mathematics, history, cultures, economics and so on, knowledge which is of long-term significance to themselves and our multicultural international society. We want our students, when they come out of high school, to nurture their own physical and mental health, holding on to their initial excitement and interests in learning. We want them to develop positive goals and believing in their own effectiveness. When they fall short of their goals they have the resilience to learn from their experiences, take pride in their accomplishments, and be motivated to set new goals and continue learning. And we want our children to be able to function effectively in group settings, as well as in independent work, that they demonstrate the benefits of