

establish the NAEP test. It establishes a group of citizens in the state who will determine what it is we want kids to learn and a way of assessing what those children learn. Secondly, it is...has absolutely nothing to do with psychological or psychiatric evaluation. I know that was a concern that has been mentioned to you in some of the phone calls. Has absolutely nothing to do with psychological or psychiatric assessment. Again, there are people in the state that think the schools should not be dealing with students values, attitudes, personalities, should merely be dealing with factual information. Regardless of what your view is on that dichotomy of opinions, this bill has nothing to do with psychological assessment or...or psychiatric assessment. Third, there's no personal information that will be gathered. There's a concern that the state will become a big brother, will create a data base in which they identify each of the 200,000 students in the State of Nebraska and establish a record that will follow them through their lives. This is not to be personalized information, it is to be aggregate information. It's information for state policymakers, for local policymakers. How well do the kids in such and such an area in aggregate do in math? How well do they do in communication skills? How well do they do in history? It is not a values oriented. There was a time in the development, in the midsixties, midseventies when there was a push that the schools ought to be getting in the area of...subject area known as values clarification. And the goal of that was to have young people examine what their values are, bring those into question, lively debates, that was the time when some parents were concerned because kids were coming home with exercises to debate whether or not placing an elderly individual on an ice flow, to die, when they reach a certain age, if that's moral or immoral, and all that kind of stuff. You know, when I was teaching in the classroom some of that stuff was used and I, personally, began to question whether that's the appropriate sort of thing for a classroom to be dealing with. This bill has absolutely nothing to do with that. Nor does this bill establish a state curriculum. It's very clear, it's very clear that the intent of this bill is simply to say what skills we want young people to have when they come out of school in academic areas, and to develop methodologies of assessing whether our kids, in the aggregate, have those skills. How children receive those skills is still in the hands of the local school boards. I could go on with more and more charges about what this bill does, though I think it's important that we establish, for the record, what it does not do. Second point