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FLOOR DEBATE

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SENATOR CHAMBERS:      Mr. President, members of the Legislature, there are some people trying to put together an amendment, so I'm going to continue to discuss this to give them time to do that. This is one of those where I'm going to have my way or there is going to be no bill. Now, Senator Redfield has the underlying bill, so it would be unfair for her bill to die because of an amendment that's being offered. My understanding is that the committee amendment, the committee hearing on a bill of Senator Stuhr's, which was advanced, was not on precisely what she's offering as an amendment here. So I will try to send the whole thing back to the committee, and that is a priority motion. And we don't have a lot days. There are some bills that I've swallowed hard on and left alone, in deference to the Speaker, but I'm not going to do that on every bill, and this is one of those that I'm not going to yield on. I have held my nose, swallowed hard, and helped Senator Stuhr work on a bill that she had dealing with tattooing that wasn't worth all the time we spent on it, but I spent a lot of time on it. And I'm not giving up anything else just to placate Senator Stuhr or those principals or those teachers that she's interested in. If she can stand on this floor and tell you about all the pressure being put on these children in the kindergarten, it behooves us, as a Legislature, to look at what kind of pressure is being applied to these children in the schools by the schools. What she talked about has nothing to do with the ability of the young children, but rather what she called the expectations. Adults can destroy a child who has the ability to do something by presenting it to that child in such a way that the child is intimidated, the child loses all self-confidence, and the child even becomes afraid of the teacher and develops an aversion for school, and I've seen it happen. Do you know what George Bernard Shaw said? Those who can, do; those who cannot, teach. And I always add, those who cannot teach, teach teachers. The ones who populate schools of education, those who train teachers are often people who could not make it in the discipline they studied in school. They could not make it as a mathematician. They could not make it teaching mathematics. So they go to a teacher training school and teach others how to teach mathematics. And you have a system that continues to deteriorate and become less and less able to do its job. And if