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by the hammer, don't you try to tell that nail how the hammer does or does not feel. So I had to put their head in a position to be struck by the hammer. I had to put their children in the position to be degraded as a little innocent child who has done nothing to bother anybody and it took that. It took that, my time and my effort to persuade people who should have known better in the first place that this kind of degrading material was not suitable for the children...

SPEAKER MARVEL: Your time is up.

SENATOR CHAMBERS: ...and you will see that letter that was sent that says that they reviewed their criteria and decided that after all LITTLE BLACK SAMBO was not suitable for instructional material but I am opposed to this bill and the kill motion and I didn't get a chance to tell all the reasons why. But, Mr. Chairman, let me make this one point. The reason I brought up that incident was to make this point. In the public school system as bad as that problem was there was recourse. Were this a private school then they could say any parents who have children who don't like what we are teaching, just pack their bags and get to stepping. You could go to the state and they'd say we don't regulate these schools. They can teach that if they want to. So there is a crucial difference and maybe I will get a chance to elaborate on that the next time.

SPEAKER MARVEL: Senator Fowler, do you want to speak? Senator Beutler.

SENATOR BEUTLER: Mr. Speaker, members of the Legislature, I would like to support the kill motion. The mood that the proponents of the DeCamp amendment are trying to create now is the mood of compromise. We have come all this way. Senator Hefner talks about compromise. Now we should be compromising. Now is the time for compromise. You know compromise always has a kind of political logic but sometimes it has no substantive logic whatsoever. I am not reminded often of biblical stories but one I have always remembered is the story of Solomon and the two women that brought the baby to Solomon. Solomon says, all right, I can't figure it out. We will cut the baby in half. Well, that story had a couple of points and one of the points is that half a baby doesn't do anybody any good. What we have been talking about today is teacher certification and curriculum. That is the baby and I am suggesting to you that if you cut the baby in half, it doesn't make any sense. What do you need to learn? You need a teacher who can teach. You need a solid curriculum, something worth learning, and you