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and they were all white and I must have read at least 15 different books about Dick and Jane. Well, it doesn't have to be that way. I mean, you can have the same reading courses and you can have 15 different families from 15 different cultures doing all kinds of different things and opening up the world to people, to young kids and I think that's the way it should be and I think that's a good starting point and I think that is what Senator Chambers, at least in part, in large part, is intending to do with this particular bill, incorporate into the child's everyday world a vision, a perception of that big world that is out there beyond Nebraska that is not homogeneous, that is heterogeneous and which is a world that they will have to deal with one day. Thank you.

SENATOR WARNER: Senator Withem. Before we go to the next speaker, Senator Lindsay, Senator Ashford has 40 students from St. Margaret Mary's School in Omaha seated in the south balcony. If the group would please stand, the Legislature may recognize them. Senator Withem, did you wish to speak to the Beutler amendment?

SENATOR WITHEM: Yes, I would, Mr. President and members of the body. I support the Beutler amendment and I support the bill and in talking about the Beutler amendment let me talk a little bit about the genesis or the metamorphosis of my thoughts on this legislation. When I first heard over the summer that Senator Chambers and Jim Kubik were working on multicultural education requirement I got a little nervous, not because of Senator Chambers and Jim Kubik, but because of I get nervous when I start hearing people talking about increased mandates to local schools in terms of curriculum because I don't think we at the state level ought to be prescribing particular course offerings in state statutes. And, as I heard Senator Chambers explain the bill and Jim explain the bill and learned more about what they were doing, I shifted from being concerned about that to being very enthusiastic about what they were doing because what I hear them talking about is not a creation of a new class to be taught where everybody has to study a class called black history, minority history, minority group cultural contributions or a title like that, but what they are talking about is infusing multicultural experiences into the existing curriculum. As an example, the folks of Omaha Public Schools have been kind enough to share with me some of their materials that they use to infuse multicultural experiences into their curriculums, curriculum materials. An example of one I have here is a vocal