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SENATOR CHAMBERS: That was my third time on this amendment?

SENATOR CUDABACK: It was, Senator.

SENATOR CHAMBERS: Okay. You are up there and you get things right.

SENATOR CUDABACK: Thank you.

SENATOR CHAMBERS: Members of the Legislature, this is just the opening salvo, as far as I'm concerned. And I told you that I remember things. And some of the things I remember involve how we treat people, not just programs. But a part of that which will be more directly related to what we're talking about will be the way you're treating education. I think education is important. But you know what you-all's theme song ought to be? We don't need no education. We don't need no thought control. No sarcasm in the classroom. Teacher, leave them kids alone. Teacher, leave them kids alone. That comes from a song. And that might be about the way it is around here. When discussion turns toward aid to education, it ought to be called aid to schools, because we never talk about the quality of what is presented to our young people in these classrooms. We talk about teacher salaries, teacher benefits, how much time they have to spend in the classroom, how hard their lot in life is. But what about that which they are to be giving to the children? If a hospital were licensed and people would walk in the door in the bloom of health and come out the back door in a box, that would not be called a hospital, it would be something like a slaughterhouse, and it would not be allowed to operate. Children come into these schools vibrant, lively, full of curiosity, a desire to learn. And the more time they spend there, the more quiet they become, sullen, rebellious, and learning less, and hating school. Something is wrong inside those classrooms. That's what they mean when they say, teacher, hey, leave them kids alone. You can teach them, but don't do whatever else is...you're doing that blows out that light within their brain that we call curiosity and the desire to learn. So I'm trying to do my little teaching here today. And I'm trying to call my colleagues' attention to what is before us and how