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enthusiastic young people manifesting what all young people say when they're not suppressed by adults. They have a zest for life. They're curious. They want to know. They will listen to somebody who can tell them something, but not somebody who will tell them, you ain't nothing, your family ain't nothing, your people are nothing, you've never been anything, and you will never be anything; I've got my mine, now you get yours. And they sit down and cross their feet on a desk and read a book, and our children are lost. And suddenly when I bring something that is in the way of a solution...

SENATOR SCHIMEK: One minute.

SENATOR CHAMBERS: ...people now want to talk about dividing the city. It's divided now. What those people don't like is control in the hands of people whose children's welfare is at stake, who want more for our children than they are receiving. That's what I'm after. And there are white teachers teaching in our schools now who I believe don't do the job, not because they can't, but they don't have to. If they were put in the environment that I'm talking about, we'd see some people blossom and show that they know how to teach who currently are deemed by the school system to be totally incompetent. Thank you, Madam President...oh, thank you, Mr. President.

SENATOR CUDABACK PRESIDING

SENATOR CUDABACK: Thank you, Senator Chambers. Senator Beutler.

SENATOR BEUTLER: Senator Cudaback, members of the Legislature, wow. I never thought I'd be arguing this issue by the time I left the Legislature. This is...this represents the question of a change in the way of thinking. Let me start out with one aspect of the situation, and I wanted to ask Senator Raikes some questions if I might. But in his absence, I would ask Senator Redfield because my questions are really centered around the size of school districts.

SENATOR CUDABACK: Senator Redfield, would you yield?